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ABSTRACT

This book describes award-winning teacher-developed projects and courses in economics. The reports are condensed versions of the original projects and are divided into grade levels. Primary Level includes: "Primary Pickle People Packed a Peck of Pickle Economics" (Karen L. Cragg; Katherine J. Van Horn); "Fabulous Economics" (Elizabeth B. Fletcher); "Swing into Economics" (Linda Lee); "Wormy World and Friends...Worming Our Way into Economics" (Vicky A. Garrison). Intermediate Level includes: "Project Moo: A 'Cow-operative' Approach to Learning Economics" (Teresa R. Adams; Cheryl L. Pool; Brenda G. Miller); "Growing Up in America" (Jennifer Dean; Beverly Key; Jeri Pritchard); "Economics in a Ballpark" (Linda K. Parker; Sammie L. Spence; Debbie G. Flora; Karen S. Ward); "Is That Really True? A Blueprint for Using Creative Problem Solving To Produce Informed Consumers" (Marilyn P. Jacobs; Susan Spaulding; Suzanne Battista). Junior High Level includes: "Hola Mexico. Welcome to Arkansas, Land of Opportunity" (Judith A. Fortner); "Let's Make a Deal" (Linda R. Campbell); "Purchasing Power, Comparison Shopping, and the Cost of Living" (William E. Henderson; Tanya M. Hanson); "Entrepreneur: An Economic Simulation" (Russel E. Sackreiter). Senior High Level includes: "Kentucky: Open for Business, 1792, 1892, and 1992" (Cassandra W. Minor); "Economic Cycle: A Study of the Economic Impact of the Tour DuPont on the Shenandoah Valley" (Doris L. Harsh); "The Corporation" (Lisa C. Herman Ellison); "Effective Economics Detective" (Kenneth L. Ripp). The Open Category includes: "Three Hats In the Ring - Three Plans on the Table" (Linda M. Jones); "Eureka, I Have Found Economics!" (Alice P. Bottomley; Debbie A. Davis); "Pirate Treasures, Inc.: The Economics of Producing a Service" (Oma L. Blackwell); "The Cost of Living: Comparing Rural Alaska with Communities Outside Alaska" (Linn E. Clawson). (EH)

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ECONOMIC EDUCATION EXPERIENCES OF ENTERPRISING TEACHERS

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Andrew T. Nappi

Developed by the National Council on Economic Education from the 1992–93 entries in the 31st annual National Awards for Teaching Economics sponsored by the International Paper Company Foundation

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Economic Education Experiences of Enterprising Teachers

Volume 31

Edited by
Andrew T. Nappi

Developed by the National Council on Economic Education from the 1992–93 entries in the 31st annual National Awards for Teaching Economics sponsored by the International Paper Company Foundation

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Message from the National Council President

Economic Education Experiences of Enterprising Teachers describes the 56 projects that were selected in the National Council on Economic Education's 31st annual *National Awards for Teaching Economics.*

The 75 educators who designed and taught these exemplary and imaginative activities are to be congratulated. The projects demonstrate what can be done when teachers have sufficient background in economics and apply their creative talents to teaching basic economic concepts in the classroom.

Staff members of our affiliated state councils and centers for economic education throughout the country, by working with teachers and encouraging them to submit entries, are to be commended. Also, our national office staff, under the able leadership of Stowell Symmes, is to be thanked for their dedicated efforts to assure that award-winning teachers are appropriately honored for their outstanding classroom performances.

The *National Awards for Teaching Economics* and production of this book of award-winning teachers' program summaries are made possible by the generous financial support of the International Paper Company Foundation. Through its 19 years of support, the Foundation not only has shown commitment to basic educational improvement but also has demonstrated confidence in the National Council's efforts to provide quality economic education for all students. We are all grateful.

Stephen Buckles
President
National Council on Economic Education

Administrator's Acknowledgments

The National Awards for Teaching Economics, now completing its 31st year, is the longest sustained program conducted by the National Council on Economic Education. It owes such longevity largely to its sponsor, the International Paper Company Foundation, staffed by people who believe that quality teachers help young minds mature and that such teachers deserve special recognition. It is to James W. Guedry, president, and Sandra Wilson, vice president of the Foundation, and to John A. Georges, chairman and CEO, and John T. Dillon, executive vice president of International Paper that we express our gratitude and appreciation.

All award-winning teachers merit our special thanks as do the hundreds of other teacher-applicants who tested themselves by submitting projects for evaluation that required writing down what they taught, how they taught it, and how they know students learned. We know that their endeavors made significant positive effects on students and that other teachers can benefit from reading about these enterprising experiences in the classroom.

We also extend gratitude to our distinguished panel of judges. Only if one serves in a similar capacity can one truly appreciate the magnitude of their efforts. We thank them for their conscientious selections and for bearing the discomfort when forced to choose the best from a pool of quality applications. The judges are identified on page ii of this publication.

Several other individuals have each contributed importantly to the preparation of Volume 31, *Economic Education Experiences of Enterprising Teachers*. Among National Council staff are Joan Sullivan Baranski, publisher; and secretaries Gwen Pajotte and Heather Curtin. We also cite Illinois State University staff, including George Palmer and Joey Miehsner, director and administrative assistant, respectively, at the Economic Education Awards Depository, for coordinating judging activities and preparing project manuscripts for inclusion in the national awards collection; and Andrew T. Nappi, currently director, Center for Insurance and Financial Services, for his fine work as editor of this publication. Last, Patricia McCarney, compositor, for excellent formatting of printed pages and turning manuscripts into publishable text.

S. Stowell Symmes
Director, *School Services Division* and
Administrator, *National Awards for Teaching Economics*

Editor's Introduction

The reports published in this book are condensed versions of the original projects, some of which cannot be presented or even summarized easily. The attempt in Volume 31, as in its predecessors, is to provide brief descriptions of the winning entries that capture the essence of the teaching project. I am confident that teachers who have submitted projects, but failed to win, will be helped by the following summary of the characteristics of the winning entries.

1. *The project should include a succinct statement of the goals or learning objectives, both cognitive and affective.* The list of objectives need not be long; it should, rather, be clearly articulated and related to the instructional program. Statements of objectives help the judges gauge the worth and effectiveness of the entry.

2. *The judges should be able to discern how each unit, lesson, method, or activity in the project helps to develop economic concepts and generalization.* That does not mean that mathematical, writing, reading, or other skills are not important, but simply that awards must go to entrants who focus on the teaching and learning of economics.

3. *The procedures and sequence of activities should be well organized and clearly described.* This portion of a report should emphasize the materials, time schedule, introductory procedures, assignments, activities or strategies, and the review process. Motivational technique must be spelled out and instructional activities described in detail. How did the teacher get the pupils interested in the ideas to be taught? How was the lesson, unit, course, or subject begun? The duration of the project should be given at the beginning: a year, a semester, a few weeks, a single lesson, or other. If less than a full course, the author should describe how the project fit into the curriculum being taught and how it was related to the preceding or the following material.

4. *Winning entries should clearly describe the instructional environment and class situation.* The judges want to know the ages, ability levels, or special characteristics of the students. If the project was developed for a particular socioeconomic or ethnic group, the judges must be informed.

5. *A precise account of the teaching techniques used should be given.* The basic purpose of the Awards Program is to help other teachers, and that can be achieved only if the author gives a detailed account of the methods employed. For example, it is not enough simply to say that a resource speaker was used—the reader should be told exactly how the speaker presented economic ideas, what follow-up activities were conducted, how these activities fitted into the total project, how the endeavor was evaluated, and so on. Where appropriate, sample lesson plans should be included, along with assignment sheets, instructions passed out to students, and the like. Complete details about the personnel and material used should be included in the report.

6. *The project should show originality.* It ought to be more than a rehash of someone else's work. At the least, it should give an entirely "new twist" to an idea developed in a previous year. Ideas that captured awards in years past tend to become old hat; while such ideas may still be good, the awards must go to those who develop fresh ideas for teaching economics.

7. *Photographs or samples should be included in lieu of student work, bulletin board arrangements, table displays, murals, and other items that cannot be shipped.* It is not necessary to submit large or bulky material if a photograph will suffice. Neither is it necessary to send in everything the students have done. A few examples—one or two typical term papers, for instance—will do.

8. *The procedure for the project should be explained in terms of the three basic constituents of every good teaching unit.* The first helps to get the pupils interested in the unit, project, or lesson; the second develops the ideas, concepts, skills, and attitudes that are the goals of the activity; the third brings the activity to a close by summarizing and applying what was taught. Plays, assembly programs, displays, field trips, the making of filmstrips, simulations, and many other devices can be used to help conclude a unit.

9. *Evaluation techniques should always be submitted.* These generally include tests of various types (e.g., short-answer, essay, performance) but can also include less formal methods, such as self-evaluations by individuals, groups, or the class; written or oral evaluations by outsiders; and observations of pupil behavior. The testing instruments along with the results should be submitted with the entries.

10. Finally, *entrants should pay attention to the requirements set forth in the Awards Program Application Form, arrange the material in*

an orderly fashion, and help the judges by presenting their entries as neatly as possible.

An educator whose submission has the 10 characteristics listed above will have a good chance of winning. It should be noted, however, that the competition is keen, and that each year it becomes more difficult to win than the year before. Prospective entrants would be well advised to seek outside comments and criticisms before submitting their projects. In particular, a teacher with little formal training in economics should consult an economist about the accuracy and appropriateness of the economics used. Many projects represent an enormous expenditure of time and effort and contain superb ideas and materials for teaching, but nevertheless fail to capture an award because they contain little or no economics or because the economic content is inaccurate.

It might be well for a contestant to review the suggestions below prior to preparing an application. Almost any logical and descriptive outline will serve as a guide for writing the narrative section of the project. The important thing is to work from an outline.

1. *Abstract.* Prepare a summary of the project in skeletal form. The abstract provides the judges with a general idea of what was presented and accomplished in the classroom before they study the details of each unit, lesson, or activity in the project.

2. *Introduction.* Introduce the judges to what is to follow and thereby set the stage, so to speak, for the project description. The introduction should be brief and should also describe the general purpose of the project.

3. *Background information.* Give the reviewers an understanding of the following points: purpose and philosophy of the curriculum for which the project was developed; location and physical facilities of the school in which the entrant teaches; background and capability of the students; brief history of the project, and other information that may help the judges determine the teachability of the project.

4. *Overall goals and specific objectives.* Whereas the overall goals of the project can be given in a generalized narrative form, the instructional objectives should be very specific and are usually presented as a list. The overall goals may be thought of as long-range results that depend on the achievement of the specific objectives.

5. *Program description.* Reviewers will want to learn from this section what is to be done, how it is to be done, and who will do it. The procedures should be explained fully and in great detail. It can be a serious mistake to assume that the judges will comprehend the details of what, to the applicant, is a well-understood economic

concept or instructional technique. The teacher should assume the judges know nothing whatsoever about what is being presented in the project. The sequential steps of the procedure should be logically arranged and lengthy digressions avoided—no matter how interesting such digressions may be to the writer. Conciseness leads to clarity.

6. *Program evaluation*. The reviewers will be helped by objective evidence of what was accomplished in the project. Some systematic objective evidence of the extent to which the instructional aims were achieved must therefore be provided, and it must be described in the narrative. For this reason, the application should include a section on how student achievement was evaluated.

I hope that this summary of what constitutes a good project entry will be useful to educators. I deeply appreciate the work of those teachers (non-winners as well as winners) who are contributing to the greater understanding of economics in our society. I also hope that increasing numbers of teachers will enter the Awards Program in the future, thereby sharing their knowledge and experience with others as well as possibly receiving a financial reward.

I acknowledge with sincere thanks the cooperation of the teachers whose ideas appear in this volume. They have been most gracious in permitting me to use their material as well as being patient and understanding in agreeing to editorial revisions.

Andrew T. Nappi
Illinois State University

How to Access the Awards Collection

Complete, unedited, written texts of the first- through fourth-place award-winning projects are available through Interlibrary Loan. Borrow them free of charge through your library. School, college/university, and public libraries provide this service. Request by author(s), title, year of publication, and call number found on pages 145ff. The award-winning projects are housed at Milner Library, Illinois State University, Normal, IL. OCLC symbol IAI. Projects may be requested only through Interlibrary Loan.

CHAPTER ONE

PRIMARY LEVEL: GRADES K–3[1]

PRIMARY PICKLE PEOPLE PACKED A PECK OF PICKLE ECONOMICS

An Economics Unit for Kindergarten

Karen L. Cragg
Husmann Elementary School, Crystal Lake, Illinois
Katherine J. Van Horn
Canterbury Elementary School, Crystal Lake, Illinois

OVERVIEW

No matter how you "slice" it, "Primary Pickle People Packed a Peck of Pickle Economics" helped kindergarten children from two elementary schools become consumers. During this eight-week unit, five- and six-year-old children "speared" through difficult problems and discovered how to make wise choices. These "sweet gherkins" encountered real-life economic experiences and terms such as scarcity, choice, opportunity cost, goods, services, consumer, human resources, money, and interdependence.

Through various kinesthetic and sensory activities, field trips and information provided by guest speakers, our children frequently experienced economic concepts firsthand. With the creation of a class mascot, Carly, a consumer taste test with first and second graders, a play, and a service project for the wildlife of our community, our children continually had an opportunity to learn, experience, and apply economic concepts to their everyday lives. Their parents also became an integral part of our unit. As we worked together, we realized that we could all someday be in a "pickle" and cooperation was the "secret ingredient" needed to produce economic success.

Soon our schools showed overwhelming signs of our "pickle influence." We produced an economic newsletter, "The Primary Pickle Press." We created pickle recipe booklets, pickle currency, pickle slogans, pickle graphs, and concluded this unit with a play entitled, "The Life and Times of a Pickle." This presented the process that a cucumber would take to become a Claussen Pickle and incorporated songs about the economic terms we had learned throughout the unit. The play was a true demonstration of our understanding of the economic concepts we had learned. The service project earned $400 that was donated to the McHenry County Wildlife Conservation program in our community.

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[1] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

RATIONALE

This unit was designed to help children understand that they live in an economic world. We felt that it was important to make them aware that school is actually a situation where working cooperatively with others, becoming good decision makers, and realizing that "you can't have everything" is a fact of everyday life.

We focused our unit on the business world and the environment within our own community. Because of its ideal location, the knowledge that children love pickles, and that pickles are a healthful, fat-free food, our unit concentrated on the Claussen Pickle Factory. To enhance their natural curiosity and concern for the preservation of wildlife within our community, the McHenry County Wildlife Conservation was chosen as the recipient of $400 from our service project.

GOALS

1. Introduce students to economic concepts and their practical application to everyday life.
2. Help children understand how daily economic experiences involve cooperative efforts within the community.
3. Enhance the children's natural curiosity and concern for the preservation of wildlife within our community by completing a service project.

EDUCATIONAL OUTCOMES

At the end of this unit the children will be able to:

1. Define Scarcity, Choice, and Opportunity Cost.
2. Demonstrate the decision-making process with the help of a role-play activity.
3. Identify an item that he/she wants the most and tell why it is his/her first choice.
4. Identify whether a familiar item should be classified as a Good or as a Service.
5. Identify the Goods and Services provided by community workers.
6. Participate more actively in the consumer aspects of their family routine.
7. Share feelings and thoughts about the process of earning "pickle" dollars and then being able to spend that currency to buy goods at our class store.
8. Actively participate in a service project for the benefit of a community project.
9. Use economic concepts within an integrated curriculum.

SAMPLE LESSONS

CONCEPT: SCARCITY

OBJECTIVES:
1. Introduce the concept of Scarcity with the help of our mascot, Carly
2. Discover what the children know about cucumbers by using a KWL (What children Know, Want to know, and Learned)
3. Generate enthusiasm for our economic unit
4. Expand expressive language using describing words
5. Record oral language in written form
6. Use literature to convey economic concepts
7. Manipulate coins showing their worth: dimes, nickels, and pennies
8. Listen to details—record mathematical results
9. Attend for a 10-minute time periods
10. Discuss and provide examples of Scarcity
11. View pictures of endangered animals
12. Demonstrate beginning mapping skills related to the unit/children
13. Encourage cooperation to complete the mapping task
14. Locate Honduras and Mexico on map provided
15. Develop fine motor qualities by coloring

PROCEDURE:

Carly Cucumber entered the classroom and introduced herself as a cucumber from Honduras. (This was really the teacher or a parent dressed up in a cucumber outfit.) She let the children know that she was a special cucumber chosen by the Claussen Pickle Factory. Her job was to visit schools to help children learn about economics and the process a cucumber goes through on its way to becoming a Claussen pickle. She then asked the children to form groups of five. Carly placed a bag in the middle of each group and asked that each child remove one cucumber picture from the bag. There were only four pictures in each bag. What happened? "We didn't have enough!" She told the children that when there is not enough of something that people want, that is called Scarcity. Carly then asked each child in the group to take a bag and get ready for the next step of the activity. Again there was not enough because there was only one bag per group. "What's that called?" The children responded, "Scarcity." Carly collected all containers (bags) from the groups.

Carly asked the children to look at the different pictures of cucumbers they each had in their hands. She asked the children to describe the pictures. They compared and contrasted the different pictures of cucumbers. Carly then asked the children what they knew about cucumbers. She recorded the children's ideas on chart paper under the heading, "What We 'Know' About Cucumbers." Carly accepted any ideas about cucumbers at this time. This chart was displayed in the classroom and revisited throughout the unit as new facts were discovered or misconceptions clarified. Carly also asked the children what they wanted to know about cucumbers and started another chart labeled, "Want to Know." Eventually another chart was constructed

for the new facts about pickles that are "Learned." These facts were recorded a second time in the Pickle paper and stored in a class Pickle Fact jar. The charts served as working tools to stimulate language and economic concept development. They were continuously referred to, updated, and revised.

Carly read *Alexander Who Used to be Rich Last Sunday*, by Judith Viorst. During the second reading she showed examples of Scarcity, Choice, and Opportunity Cost within the reading of this book. This time Carly assigned the children to work with a partner. These groups were arranged heterogeneously. Each group worked together to take the appropriate amount of money away from their group's dollar's worth of coins as Carly read the story and Alexander encountered new decision-making situations.

Carly elicited personal experiences of Scarcity and Choice from the children through the discussion. She discussed individual Choices children make when using money. Carly also discussed examples of Scarcity that children encounter when making these Choices. She also showed pictures of endangered species and explained that this means these animals are Scarce in our world. Children shared ways that animals, people, and the environment depend on each other.

Carly introduced the large class map. She showed the children where they lived and marked the area with a star. She then asked the children if she could be grown at this time of year there they lived. Again Carly told the children that she was from Honduras. She then located Honduras on the large class map and placed a small picture of a cucumber (Carly) to mark the location. She shared one other place that cucumbers are grown for the Claussen Pickle Factory—Mexico.

Carly then passed out the individual maps only to discover that there was a Scarcity of these maps. Carly asked, "How can we complete this project if there are not enough maps for everyone?" The children provided solutions to this Scarcity problem, concluding that they could work together with someone, sharing a map during the activity. The children worked with a partner. Carly completed the geography lesson with the children by helping them duplicate what they saw on the large class map. Each child cut out the labels (Honduras and Mexico), glued them onto the map, and colored these areas. Honduras and Mexico represented the areas where cucumbers are grown at this time of the year (winter) for the Claussen Pickle Factory.

Carly concluded the unit by reviewing the concept of Scarcity. She told the children that she had brought a sticker for each of them, but as she passed out the stickers, Carly asked the children how they would feel if there was a Scarcity of stickers at this time. She listened to the children's responses as she continued to pass out the stickers. Luckily, Carly had enough stickers for each child to receive one. Carly asked them to become aware of Scarcity during their everyday experiences and asked them to remember the choices they face when this happens. She taught the children the following song about Scarcity.

SCARCITY

(to the tune of Row, Row, Row Your Boat)

Scar-ci-ty is here,
We have to make a choice.
Whenever scarcity comes your way
You have to make a choice.

Carly said good-bye for now but assured the children that she would be visiting them again in the near future.

EVALUATION: Teacher observation of lesson
Running record of class responses to discussion of literature
Portfolio material

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

CONCEPTS: SCARCITY, GOODS, and SERVICES
PRODUCER, CONSUMER PRODUCTION,
SPECIALIZATION and INTERDEPENDENCY

OBJECTIVES:
1. Relate classroom learning to community business
2. Listen to economic information provided by a guest speaker
3. Discover how a cucumber becomes a pickle
4. Continue to strengthen friendships
5. Work cooperatively to complete a task
6. Follow directions
7. Create a Good
8. Discover related Services required
9. Use a tally board to count down our 10-day "Pickle" process
10. Involve parents in our study of Goods and Services

PROCEDURE:

We again met our "Pickle Pals" and were introduced to two representatives from the Claussen Pickle Factory, a community business. Mr. Mader has the responsibility of purchasing all the cucumbers used by the Claussen Pickle Factory. He travels to places like Honduras, Mexico, Texas, North and South Carolina, and back to Woodstock. Mr. Mader is called the Procurement Manager. Mr. Homola has the responsibility of making sure the Claussen Pickle Factory produces a quality product. His job title is Production Superintendent.

We listened very attentively during the presentations of the speakers. The representatives provided a brief history of the Claussen Pickle Factory. We looked and listened closely to the slide show of the factory, the growing areas, the workers, the process of turning a cucumber into a pickle, and shared in a discussion of the related economic terms (Goods, Producer, Consumer, and Production).

Mr. Mader helped us complete our individual maps by adding Texas, North and South Carolina, Woodstock, and Illinois. He described how he purchased cucumbers in different areas because of the time of the year and the growing season for cucumbers as we colored in the corresponding areas. Mr. Mader let us know that most of the cucumbers are picked, packed in water, and then travel by truck to the Woodstock factory. He taught us a song to help us remember this process.

TRANSPORTATION

(to the tune of: The Wheels on the Bus)

The cucumbers on the truck go
up and down
up and down
up and down
The cucumbers on the truck go
up and down
on their way to Woodstock.

The cucumbers are kept
nice and cold (repeat 2x more)
The cucumbers on the truck are kept
nice and cold
on their way to Woodstock.

They travel in water
slosh, slosh, slosh (repeat 2x more)
They travel in water
slosh, slosh, slosh,
on their way to Woodstock.

The cucumbers are
here at last (repeat 2x more)
The cucumbers are
here at last
now they are in Woodstock.

We were then asked to become "Pickle Packers" ourselves. We washed our hands, received our hair nets, and were assigned to a production team. Each teach consisted of Spice workers, Cucumber packers, Brine pourers, Lid helpers, and Quality control (specialization and Interdependency).

Mr. Homola showed us how each of the workers has an important job to do. The spice workers come first by putting just the right amount of spices in each jar. Then the jar is passed to the pickle packer. Mr. Homola told us that each jar of pickles at the Claussen factory is hand packed in less than 15 seconds. The pickles then get ready for the brine. The lid is placed on tightly by the appropriate worker and the process is finished with an inspection of the product by the quality control worker. Mr. Homola reminded us of the slide show and the machines that help in their pickle process, but once again he stressed that the quality of each jar depends on being hand-packed properly.

We nervously began working with our "Pickle Pal" and our "Pickle" team. Once again, Mr. Homola helped us go through the process. We discovered that teamwork is an important quality in packing pickles. We never quite met the one jar per 15 seconds timeline, but we truly enjoyed the opportunity to experience and learn this process firsthand.

Carly came to see how we were doing as "Pickle Packers." She gave us words of encouragement along the way. We produced a Good! We also found out from Carly that we needed to wait ten days before the cucumbers became pickles. We added this information to our KWL and our "Pickle fact" jar. We weren't sure we could wait the ten days, but we decided to keep a tally board to count off the days. Ten days seemed so long!

We enjoyed listening to the story *Chameleon Was a Spy*, while some of the groups finished their production process. The story is about a missing secret pickle formula that can provide the world with the greatest pickles. We were sure this formula belonged to Claussen.

Carly showed the children the *Econ & Me* video of "Production" to further develop, expand, and synthesize the children's economic experiences with the related concepts. To generate further enthusiasm for these economic terms and concepts, Carly taught us the following song about Goods and Services.

GOODS AND SERVICES

(to the tune of: Did You Ever See a Lassie?)

Did you ever see a good, a good, a good,
Did you ever see a good,
They're all around you.

A paint brush, an apple, a toothbrush, a zapper
Did you ever see a good,
They're all around you.

Did you ever see a service worker,
A service worker, a service worker
Did you ever see a service worker,
They're all around you.

A fireman, a teacher, a policeman, a preacher,
Did you ever see a service worker,
They're all around you.

EVALUATION: Teacher Observation
The completed Good—Pickle Jar
Individual map from portfolio
KWL chart

SAMPLE LETTERS TO PARENTS

PRIMARY PICKLE PRESS

Dear Parents,

We have been learning and discussing the following economic concepts:

NEEDS: the things necessary to live
WANTS: things that can be satisfied by the consumption of a Good or Service, not truly necessary to maintain life
GOODS: tangible things such as food, shoes, cars, and houses

Please give your children every opportunity to use these economic terms and concepts, correctly, in their everyday life.

Attached you will find an activity that may help you to more easily accomplish this goal. Please use the worksheet by having your child keep a log of the purchases his/her family makes. Have your child draw a picture of the purchase and decide whether it is a family Need or Want. Place an X in the appropriate column to show what type of purchase the family has made.

When this family activity is finished, please return it to school so that we can share, discuss, and compare the purchases our families make.

Thanks for your help,

Family Log of NEEDS and WANTS Purchases

Picture of the Purchase	*Needs*	*Wants*

PRIMARY PICKLE PRESS

Dear Parents,

Here are the remaining economic terms and concepts that we will cover during our "Pickle Unit":

CONSUMER—a person who uses goods and services to satisfy his needs

HUMAN RESOURCES—"people power" used to make goods or provide services

MONEY—a source used to purchase goods or services

INTERDEPENDENCE—choices made affect many things, the relationship between choices and events

SPECIALIZATION—the act of devoting all or most of one's resources to the production of a single good or service

This week we will be making and sending home a coupon book. Each coupon is good for a specific job around the house that your child can complete using Human Resources. As you redeem these coupons, have your child complete the task, place your signature on the coupon, and return the coupon to school where your child will receive "Pickle" money for the services completed. You may tear out each coupon as it is completed, and send it to school so your child can see the "Pickle" dollars add up for the services well done.

We will save these dollars at school. In the near future, a store will be set up in the room for children to spend the money they have earned by doing services. There will be various goods for sale. Please have all redeemed coupons returned to school in the next two weeks.

We would also like to do a *service* project during the course of this Economic unit and really need your help to accomplish this project. Attached to this letter is a recipe form. We would like you to find your favorite recipe that uses pickles, complete the recipe form, and return it to school by Friday. We will then be calling on our volunteer typists to help us type these recipes to create a "Pickle" of a recipe book.

Sincerely,

CULMINATING ACTIVITY

To culminate our unit on Pickle economics, we brought all the economic concepts together through a dramatic reenactment of the process of how a cucumber becomes a Claussen Pickle. All of the children were actively involved in the production of the play titled, "The Life and Times of a Pickle." Through song, dramatization, and expressive and written language, the children displayed their knowledge of the economic concepts to their families and friends.

Not only were the children involved in acting in the play, but they also designed the programs and invitations for the Pickle production. Before they performed, the children "set the stage" for our production by selling recipe books and admission tickets to parents. The recipe books were sold for $2.00 and admission was $2.00. Props and scenery for the Pickle production were made cooperatively by parents and children.

By working together and using their own Human Resources, the children earned $400. This money was given to a local charity within our own community. Not only was the play a success, but many parents commented on the new economic values expressed by their children. They had developed a new awareness of the economic world within their community and home.

EVALUATION

The pretest, a pictorial test, was also administered as a posttest. Economic terms were read. The children circled the corresponding picture that illustrated that term. Then this measure was compared to the pretest results.

Because we believe in a multidisciplinary approach to learning and evaluating, the assessment of the children was an ongoing process throughout the unit. The evaluation instruments collected for each lesson or set of lessons provided the teacher with input that was necessary for adapting the unit, for knowing which lesson/lessons needed to be retaught for understanding, and for continuously evaluating each individual. The portfolio material, classroom charts, checklists, concept development logs, and other outcomes provided the teacher with more authentic measures to evaluate each student's progress.

Class discussions and role-play opportunities provided insight into each child's economic concept development. These activities also allowed the teacher to not only evaluate the understanding of economic terms, but it also provided information about the children's ability to apply these concepts to everyday situations. It is only when a teacher considers all of this information that an effective evaluation is obtained for both individuals and the unit.

SUMMARY

Our society revolves around our economy. Even kindergarten children have an impact on the economy, and their influence will grow as they grow. With this premise in mind at all times, we felt our unit was a great success. It not only helped children to learn economic terms and concepts through an

integrated curriculum, but it became the vehicle that enabled our children to participate effectively in their school, home, and community life. It provided the starting point for our children to actively begin to make informed and intelligent decisions about the world in which they live.

Although this unit was created for kindergarten children, its flexibility makes it easily adaptable for many academic populations. This unit was completed during the final third of our kindergarten year, but it could easily be adapted to daily or weekly economic lessons, for concept lessons used to supplement an existing economic curriculum, or as a yearlong integrated approach to the study of economics. It allows a teacher to actively involve children in the learning process as well as assess their progress through authentic measures.

As you would expect, our level of success depended on many variables, such as: socioeconomic status, academic ability, reading ability, and motivation. It is important to consider all of these factors when deciding on any unit of study. But we feel because this unit contains a wealth of appropriate economic material and provides a systematic approach to learning, teachers will be able to provide a sound grasp of economic terms and concepts.

FABULOUS ECONOMICS

An Economics Unit for the Lower Primary Grades

Elizabeth B. Fletcher
Semple Elementary School, Louisville, Kentucky

RATIONALE AND BACKGROUND

Children need to become economically literate if they are to succeed in the modern world. Also, our country needs an economically literate population if it is to succeed in the modern world. Children like to hear good stories, so I used Aesop's *Fables* as a springboard for teaching the economic concepts of *scarcity, choice, worker, opportunity cost, cycle, resources, specialization, interdependence, goods, exchange,* and *human services* and for fostering growth in *working together* and *decision making*. I wrote the unit for six and seven year olds.

Semple School is two blocks south of Churchill Downs in Louisville, Kentucky. It serves 619 students, kindergarten through fifth grade. Semple is striving to ensure an opportunity for each student to excel in the quest for personal success. There is evidence of need in the Semple School population.

I taught this unit in five lower primary classrooms. With eight lessons and the pre/posttest, it took two weeks. All the children in each classroom were included, so 120 students were served. I wrote this unit for a Reading Recovery/Chapter I teaching situation, to meet the needs of "first grade" students identified as "at risk for reading failure. In the morning I worked one-to-one with four students. In the afternoon I worked with 20 students who came from five different classrooms. I worked collaboratively with the teacher in the classroom, pulled her group out, or taught demonstration lessons. Materials for this unit had to be portable, and time needed to be spent efficiently.

GOALS AND OBJECTIVES

- I hope children will make wise choices, weighing alternatives; will understand give-and-take; will see themselves as productive workers; will understand that people can use their human resources to solve scarcity problems and specialize in what they do well; and will understand interdependability.
- I used Aesop's *Fables* as a springboard for teaching the economic concepts I wanted the children to learn: scarcity, choice, worker, opportunity cost, cycle, resources, specialization, interdependence, goods, and human resources.
- I wanted the children to grow in the following affective domains: decision making and working together.
- I wanted the children to recognize the genre of literature known as "fables."

PROCEDURES/PROGRAM DESCRIPTION

I introduced the following lessons to the children:

1. "The Ant and the Grasshopper" and the Decision Tree. Children were introduced to the terms *fable* and *economics*. They heard the fable read to them. They retold the fable using a decision tree. They acted out the story with puppets and a buddy. They were able to use scarcity and choice in meaningful sentences about the "Ant and the Grasshopper."
2. "The Ant and the Grasshopper" and the Worker Identification Badge. The children reviewed terms, and two students reenacted the story with puppets. They looked at pictures of several different workers and shared existing knowledge. They learned that most adults work, and that can mean physical and/or mental effort. They learned work is sometimes compensated, sometimes not. They saw themselves as workers. They made a Worker Identification Badge and listed their jobs at home and at school.

3. "The Town Mouse and the Country Mouse" and Opportunity Cost. The children reviewed terms, heard the fable, and reviewed points in the story—what each mouse chose and what each gave up. The children were asked to make some choices about treats. They chose two out of three different treats. When all had made their choices, they were told there was a scarcity of treats, and they could keep one but had to give one treat back. While they ate their treats, we discussed the terms scarcity, choice, and opportunity cost. They chimed in on the rap verses from *Econ & Me* and then wrote what they had done on a review sheet.

4. "The Ant and the Dove" and Cycles. The children reviewed concepts and then heard the new fable. On a large sheet of paper, I showed them how helping someone and getting help is a cycle of behavior. Giving examples of school workers, I showed that cooperation is reciprocal. I illustrated a simple cycle of economic activity and other cycles from science books. Children chose one resource and illustrated one cycle. The children shared their cycles.

5. "The Crow and the Pitcher" and Specialization. The children saw a cardboard bird's water scarcity problem and suggested ways to solve it by using resources available. They witnessed water in a clear vase being displaced by adding pebbles. They heard the fable read by a patent attorney and learned that "Necessity is the mother of invention"; specialized workers use their human resources to solve problems. The children invented a solution to the hypothetical problem of being caught in the desert sun with only a sheet of paper. Using a sheet of paper, they constructed their inventions and then shared them.

6. "The Boy and the Lion" and the Workers' Web. After review, the children heard the fable and were introduced to the economic concept of interdependence and the generalization that scarcity leads to specialization, and specialization makes people interdependent. I showed them a school map with snapshots of school workers (including students) and discussed each person's job and his dependence on other workers. The children sat in a circle for a Workers' Web saying, "I depend on _____ to do _____ for me." They passed a long string from worker to worker, across the circle. Children then wrote their statements on a sentence strip which they shared on a bulletin board.

7. "The Lion and the Mouse" and the Illustrators. After review, the children listened to the fable and discussed how the lion was dependent on the mouse and the mouse was dependent on the lion. The children listened to a scarcity problem: Aesop's fables written as predictable, one-line captions under pictures, that beginning first graders could actually read. I showed them such a text, written by me, in large book form, without a picture. Children visualized what the illustration should look like. After I set limits and took the book apart, children worked in pairs to illustrate individual pages. At the time limit, I reassembled the pages and shared the book. I stressed that we had used our human resources to make a good that would be enjoyable to younger Semple students.

8. "The Bundle of Sticks" and Cooperation. The children listened to the fable and discussed what "in union there is strength" means. The children heard that teams of children would assemble five-piece puzzles of colored dogs. Resources to make the puzzles were in each team's envelope, but it wasn't that easy. Not all the resources to complete the dog were in each team's envelope. (One envelope had all the heads, one all the tails, etc.) Teams had to do some trading or exchanging to get all the resources they needed. Strict limits needed to be set for this activity, and if any team started grabbing, the whole team had to sit down. When the teams had all the body parts of the same color, they glued them on tagboard to complete the dog. Then the group reassembled and discussed concepts and feelings. The children heard they would visit a high-tech assembly plant, like Louisville's Ford Truck Plant, to see how workers are interdependent.

EVALUATION

Three methods were used to evaluate the unit: a pre/posttest, classroom teacher questionnaires, and my observations. The pre/posttest results were somewhat disappointing. The other children in the classroom did better than did my 24 "at risk" students. Of my 24 students, 17 were at school on the pre/posttest days. On the pre/posttest for fables, there was a net gain of 37 points. On the pre/posttest for economic concepts, there was a net gain of 38 points. I conferred with the classroom teachers, and we all felt the children had learned more than the tests showed. I revised the test to make the questions more definitive for future use.

Classroom teachers were asked to fill out a questionnaire. The summary of those sheets is that the children learned a lot and enjoyed the activities.

These are my observations. First, the time was optimum—right after Chapter 1's poster/essay contest, STARS OF THE FUTURE, and right before Semple's Primary Career Day Fair. Second, last year's new expectation to teach economics as part of the Banking and Business school "magnet" program had been postponed in some classrooms. By demonstrating activities such as the Workers' Web, I was a change agent. This year before I teach the unit, I will give copies of my unit to the classroom teachers with the hope that they will use my extension activities. Third, in different schools this unit should include more producing, buying, and selling. Since grade teams at our school take turns having "Friday sales," the children were getting that kind of experience. Fourth, while I worried at first, I do not feel as a reading teacher I neglected reading. The best way to get children ready for reading is to read to them. Fifth, I found the lessons fostered Kentucky Educational Reform Act's new *Six Learning Goals and Learner Outcomes*.

The unit was an enjoyable teaching experience. I plan to teach this unit again this year, but I already have used certain concepts, like the Decision Tree, in other teaching contexts. Oliver Wendell Holmes wrote, "The mind, stretched by a new idea, never goes back to its original dimension."

SWING INTO ECONOMICS

An Economics Unit for Primary Grades

Linda Lee
Robert L. Davis Elementary School, Bryant, Arkansas

RATIONALE AND BACKGROUND

Robert L. Davis is an elementary facility serving kindergarten through fifth-grade students. These children come from a variety of backgrounds including low, middle, and higher income families. My class consisted of three gifted and talented students, three resource students, and seventeen average to above average students. The end of the school year is a challenging time for both teachers and students. Spring is in the air and baseball season begins. Late nights at the ball park, exhausted students, and pleas for no homework are just a few "strikes" against trying to make the last few weeks a productive experience. Each spring I have had to compete with baseball. This year, after reviewing *Baseball Economics*, I decided it was time to "Swing Into Economics." As the old saying goes, "If you can't beat 'em, join 'em."

"Swing Into Economics" was designed to teach a variety of economic concepts using the baseball theme. Through viewing the video series *Econ & Me*, students developed a basis for understanding five economic concepts: scarcity, opportunity cost, consumption, production, and interdependence. *Economics for Kids: Baseball Economics*, published by the Joint Council on Economic Education, focused on economic concepts and activities which provided the students the opportunity to connect economics to everyday life.

Throughout the unit, the students were involved with various economic activities. Economic games, stories, earning wages, and spending Baseball Bucks, interviewing adults, and producing baseball products that would increase a player's productivity were just a few ways that economic activities, were integrated throughout the curriculum.

As a culminating project, the students produced economic games that were designed to teach economic concepts for students in kindergarten through the fifth grade.

"Swing Into Economics" not only enabled students to connect economics to playing baseball, it also taught them to work together to produce a product that will help other students learn economic concepts. The economic decisions that they were required to make will help them in the future to become informed consumers. The students realized that no matter how old they are, or where they live, work, or play, economic decisions affect their lives every day.

GOALS

"Swing Into Economics" had two goals. The first was to learn basic economic concepts through *Econ & Me*. The five terms the students learned were scarcity, opportunity cost, consumption, production, and interdependence. The second was to instill in the students the ability to make wise economic decisions in real-life situations. *Baseball Economics* offered a variety of activities that enabled the students to transfer abstract ideas into concrete understanding. Students are faced every day with choices they have to make. Knowing how to make the right decisions will not only be helpful to them now but will continue to benefit them in the future.

OBJECTIVES

Knowledge and Comprehension

1. Students will take the "Primary Test of Economic Understanding" and "Swing Into Economics" pre- and posttest to determine strengths, weaknesses, and economic vocabulary growth.
2. Students will learn economic terms from the video series *Econ & Me* and *Baseball Economics*.
3. Students will learn how monetary factors influence economic decisions.
4. Students will learn that investing in one's human capital can improve an individual's alternatives.
5. Students will learn that the geographic location of a ballpark will determine what concessions might sell well due to consumer demand.
6. Students will learn how baseball bats are produced and identify the human, capital, and natural resources in the game of baseball.
7. Students will learn that when people specialize in a job, productivity is increased.
8. Students will learn that an entrepreneur is a person who takes an idea and turns it into a profitable business.

Application

1. Students will apply economic concepts learned to classroom activities.
2. Students will successfully complete activity sheets which present economic concepts.
3. Students will keep an accurate record of the Baseball Bucks which they have earned each day.
4. Students will learn how wants, needs, goods, services, profit, demand, and other economic concepts apply to the various aspects of producing the economic games.
5. Students will apply the knowledge they have learned to produce economic games.

Analyses

1. Students will evaluate the opportunity cost of various goods at the White Elephant Silent Auction.
2. Students will determine what is the "best buy" for their money by applying the economic principles they have learned.
3. Students will use the Decision Tree activities to determine the pros and cons of making the best economic choice.
4. Students will determine what is the best buy for $3.00 at McDonald's.

Synthesis

1. Students will design a baseball product that will increase a player's productivity in the next 30 years.
2. Students will create a company and market their product.
3. Students will produce economic games that will be sold to the school's teachers.
4. Students will create stories, songs, Baseball Bucks, advertising campaigns, and original artwork during the economic unit.

Evaluation

1. Students will evaluate the effects of finances, consumerism, and retailing strategies to the economic games that were produced.
2. Students will evaluate the market analysis as it applies to the games.

LESSON LINEUP: SAMPLE LESSONS

Game 1: Take Me Out to the Ball Game—Scarcity

Objective

Scarcity happens when there's not enough of something you want. Students will learn that prices go up on concession items at the ball park. Due to a price increase you can't buy everything you want. Choices must be made.

Economic Focus: Students will

1. Decide how to divide Hostess Baseball Cupcakes and the baseball cards among themselves. Use the Allocation Game.
2. View and discuss the video series *Econ & Me* on scarcity.

3. Participate in the Scarcity Ball Toss game and name something they have a scarcity of at their home.
4. Individually complete *Econ & Me*, "Scarcity Search" activity sheet #1.
5. Work in cooperative learning groups to complete: "Take Me Out to the Ball Game" baseball activity sheet.
6. Journal writing: Keeping Score: My Economic Journal
   a. How I felt when I took the economic pretest.
   b. Scarcity of baseball cards.
   c. When I had to make a choice.
7. Students will write in their booklet, An All-Star Collection of Economic Terms, the definition of scarcity, economic problem, resources, limited resources, and choices.

Time Required: Five Days

Game 4: Tools of the Trade—Production

Objective

Producers combine resources to make goods and services. The students will learn how baseball bats are produced. It takes 50 years for the tree to grow and lots of work before you get to PLAY BALL.

Economic Focus: Students will

1. View and discuss the video series *Econ & Me* on production. Have the students name one thing they have produced this year.
2. Listen to the book *Where Does This Come From? Baseball Bats.*
3. Discuss production of a baseball bat.
4. Do: *Tools of the Trade* resource booklet. Students will identify the natural, capital, and human resources in the game of baseball.
5. Discuss how these tools and technology have increased players' productivity.
6. Produce a product in cooperative learning groups that will increase a baseball player's productivity in the next 30 years.
7. Journal writing:
   a. I enjoyed helping our group produce.
   b. I would like to produce a _____.
8. Booklet: Write the definition of production, producer, human resources, natural resources, capital resources.

Time Required: Five Days

Game 5: Productivity of a Baseball Player—Interdependence

Objective

People depend on each other to do a certain job. When people specialize in a job, productivity is increased. Baseball players' salaries are determined by the player's productivity. A ball team is dependent on each other to do their job in order to have a winning season. The students will participate in a class ball game.

Economic Focus: Students will

1. View and discuss the video series *Econ & Me* on interdependence.
2. Work in cooperative learning groups to complete the activity: "Productivity of a Baseball Player."
3. Play a baseball game and specialize in a position.
4. Do: Baseball Economics Specialization activity sheet. Students draw pictures of producers specializing in the production of a bat and baseball players' positions.
5. Journal writing:
   a. A special job I would like to do.
   b. My baseball position.
   c. What I learned from the *Econ & Me* video series.
6. Booklet: Write the definition of interdependence, specialization, and interdependent.

Time Required: Four Days

SUMMARY

"Swing Into Economics" was a big hit. The objectives from *Econ & Me* and *Baseball Economics* were mastered. Using baseball to teach economic concepts proved an ideal way for my "little leaguers" to learn about economics. The students not only learned a lot about decision making, they also learned a lot about baseball.

By using a thematic approach to teaching economics, the students continued to master basic skills. Higher order thinking skills were incorporated into the economic unit to insure that students were presented with activities that enabled them to make decisions using a realistic, hands-on approach to problem solving.

Success can be measured in many ways. Test data, journal writing, economic activities, teacher, and parent observation were instrumental in evaluating the students' economic progress. The biggest success for the students was producing and selling the economic games. This activity combined the economic concepts they learned with a real money-making business. The students were very proud of themselves. It took a lot of cooperation and hard work to make their business a success.

I not only enjoyed teaching this unit, but I also learned why baseball is America's favorite national pastime.

WORMY WORLD AND FRIENDS . . . WORMING OUR WAY INTO ECONOMICS

An Economics Unit for Kindergarten

Vicky A. Garrison
Eastside Elementary School, Haines City, Florida

RATIONALE

I strongly believe that every kindergarten child can become active in our economic process of free enterprise. In fact, if presented in the proper manner, economics can become an interesting and meaningful part of the total learning environment. At the kindergarten level, it is most important to create an interest and enthusiasm to WANT to learn, as well as to understand how that learning, specifically, will be of use to the student. Closely connected to attaining these goals is that of successfully teaching the students that they can make a difference right now by learning and applying the basic concepts which will help them to become careful decision makers and responsible, informed members of our economic system.

Through careful integration of economic concepts throughout all of the curriculum areas, students indeed become aware of the significance of economics as an integral part of their daily lives. Active participation in a host of meaningful hands-on activities, which consider the needs and abilities of the students, make the learning more concrete, exciting, and lasting!

OVERVIEW

Learning about worms as model caretakers of our earth encouraged us to base our project on activities that centered on recycling or reusing materials. Our focus was on plastics which our county is not presently recycling, as well as on nonrecyclable Styrofoam. The students transformed plastic detergent scoops into adorable magnets, two-liter plastic bottles into beautiful bird feeders, and Styrofoam into twinkling ornaments! They were also active in scrap copier-paper recycling projects, using the "waste" generated in our classroom to produce large and small seasonal decorations, magnets, and Christmas ornaments.

A fictional world known as "Wormy World" was created, providing the springboard for project activities and discussions pertinent to the students' economic learning and grasp of the concepts. A teacher-created, economic-based story about "Wormy World," with accompanying songs, helped to make their introduction to economics truly pleasurable!

Through this rewarding project, not only did the students "worm their way into economics," but they firmly established their "place" in our free enterprise system! Due to their commitment, hard work, and caring and responsible attitudes, they have paved the trail and left their impression on our economy, as well as on our environment, having established themselves (like our worms) as model "caretakers of our future"!!

SCHOOL AND CLASS DESCRIPTION

Eastside Elementary is a kindergarten through fifth-grade school with a large Hispanic and migrant population. Students include those from the immediate Haines City, Florida, area, as well as students from the Poinciana area. The majority of students' families work in a nonprofessional capacity, with the majority of students receiving free or reduced lunches. Eastside has one of the largest populations of Spanish-speaking families and students. We now have *two* full-time Spanish-speaking teachers, with each of them having a paraprofessional assistant, as well as a Creole-speaking paraprofessional to help our Haitian students.

There were 23 students who participated in "Wormy World and Friends" during the course of the project. Two new students arrived during the first week in January. They participated in concept review sessions as well as in rehearsals for, and as participants in, the parent program. Of the students who participated during the entire scope of the project, 10 were boys and 13 were girls. The cultural "breakdown" of students included: 6 black (1 is Haitian, but all Haitian students are classified as black), 7 Hispanic, and 10 white students. One of the two students who participated in only our concluding activities was a Caucasian boy, while the other was a Haitian (black) girl.

In spite of cultural differences, particularly with regard to language difficulties and barriers, students learned to work together in a cooperative effort to accomplish their goals of learning about and contributing, in a meaningful way, to our economic system. The students learned many or most of the economic terms and concepts through *direct participation in a variety of project activities* significant to the successful completion of "Wormy World and Friends" and the attainment of its goals. Role-playing activities were also very important to the learning process. It was rewarding to all of us to see language barriers coming down as ESOL (English as a Second Language) students became eager participants in role-playing and, therefore, learning activities. Through these experiences, these students realized a sense of fulfillment in establishing themselves as important members of both our class and our economic community.

TEACHER GOALS

Through this project, I wanted to accomplish the following:

1. to write a story in rhyme form that introduces and explains in simple but enjoyable language the basic economic concepts and to submit the finished book to a publisher.

2. to write a conservation-based story, also in rhyme, which deals with worms as "recyclers," nurturing the earth, and which then encourages the children to follow the worms' example in doing what *they* can to help the earth. This book will also be submitted for publication.

3. to copy and promote both stories as coloring books to be offered for sale to students and staff in our elementary school, as well as other schools.

4. to encourage the use of both the economics and conservation versions of "Wormy World" by fellow educators as an entertaining means of introducing primary students to both topics of study and to illustrate that both areas can be introduced and studied in exciting ways to spark and initiate interest in young students.

GOALS

1. to introduce the students to, and promote at their level, an understanding of our economic system through *active* participation in the project.
2. to have the students achieve the ability to recognize, apply, and relate basic economic concepts to other situation/events in the learning environment.
3. to instill in students the ability to appreciate the need to become caring, educated, and active participants in our free enterprise system.
4. to have students strive beyond what they can *easily* achieve to be and do their best, while realizing that they can effectively make a difference right now, even as kindergartners!

SPECIFIC ECONOMIC OBJECTIVES

1. to become decision makers, while recognizing that some resources are more *scarce* than others, and because of this, *choices* and decisions will have to be made.
2. to identify and recognize the differences between *needs* and *wants*, realizing that sometimes it may be necessary to sacrifice a *want* for a *need* (opportunity cost).
3. to identify and understand the differences between *producers* and *consumers*.
4. to demonstrate an understanding of the terms *goods* and *services* and be able to identify *producers* of each.
5. to identify a *market* as a place where exchange takes place, and that this "exchange" does not have to be in the form of money, but can be a bartering system.
6. to appreciate the importance of cooperation, *specialization* and interdependence at work in our economy.
7. to identify differences between *public* and *private* property, while developing respect for both.
8. to recognize *government* as people elected by citizens to represent them, while realizing that *government* provides for many of our *public services and utilities* through the use of different *taxes*.

9. to identify *marketing* as the distribution of goods/services from the producer to the consumer, which most often involves transportation, and *advertising*.

10. to identify *financial institutions* or *banks* as a safe means of keeping money, while realizing that money saved in a bank can earn *more* money or *interest*.

11. to realize that *income* or *wages* are earned in exchange for labor and that responsibility and dependability are important factors in earning income.

12. to become meaningfully and *actively involved*, as much as possible, in hands-on activities relating to each of the objectives.

SCOPE

Our project, "Wormy World and Friends . . . Worming Our Way Into Economics," officially began on October 26, 1992, with a full-scope view of economics and the interrelationship of its concepts, and was formally concluded on January 28, 1993, with the presentation of a parent program. The actual teaching/learning period of time included a total of seven weeks, but with concept review and program rehearsals, the students were involved for a total period of approximately 10 weeks. Each day involved approximately 30–45 minutes of time spent on economic-based learning activities, with additional periods of 30 minutes occasionally utilized for directly related writing activities.

Although the project formally ended with the parent program, economics continued to be part of the curriculum throughout the course of most of the school year, as terms and concepts continued to be reviewed through related activities. All curriculum areas including language arts, mathematics, social studies, writing, art, music, and particularly, science, were incorporated into the scope of our project.

EVALUATION

Evaluation procedures took many forms during the course of our economics project. Evaluation strategies were not, by any means, limited to formal testing, as with the pre- and posttests administered to individual students. Particularly with young students, it is more desirable, and sometimes a truer indicator of progress, to evaluate learning through observation techniques. Opportunities for observation are many in the kindergarten setting, such as: during the many role-playing activities in which students become involved; as they play and interact during daily Independent Center activities; and, particularly, during our process writing activities.

These are merely some of the examples of observation techniques and opportunities for determining student progress in the kindergarten setting. The students also enjoyed activities which involved finding and labeling examples of private and public property, producers of services and goods (public and private), various kinds of markets, government, and finally, con-

sumers on our "Wormy World" bulletin board. This bulletin board proved to be an effective point of reference for the students in reviewing and reinforcing some of the important concepts. Coupled with "catchy," but meaningful, songs dealing with these concepts and based upon our "Wormy World" theme, the two became extremely effective teaching (and assessment) tools.

CONCLUSIONS

Through the fictional story of "Wormy World" with its accompanying economic-based songs, the students' introduction to economics was truly a pleasurable and extremely rewarding experience. Using this story as the springboard for our project, students continued to be extremely motivated through myriad hands-on, project-related, and economic-related activities. Their involvement and participation in "Wormy World and Friends" included such experiences as: formally beginning our enterprise by means of signing their "Wormy Contract," pledging their commitment to our project; purchasing preferred shares in "Wormy World and Friends"; opening a savings account for depositing and earning interest on the money we earned through our sales of recycled/reused goods; cooperatively writing a letter to local, state, and federal officials and business leaders informing them about our project; participating in a variety of activities related to being both consumers and producers; visiting examples of both private and public service enterprises; shopping at a local private enterprise to purchase goods we needed for production; listening to, and then role-playing, several pieces of literature which illustrated such concepts as scarcity, making choices, and specialization; and, finally, taking part in the development and implementation of advertising and marketing strategies. Through such direct and meaningful involvement in project activities related to economic concept development, the students were better able to grasp and understand the concepts and were successful in the application of the concepts to other situations and/or settings.

The formal evaluations that were conducted in a one-on-one setting indicated an overall gain of 64% for the entire class as a whole. These results are significant and impressive, particularly because of the language communication difficulties experienced by some students. However, adding reinforcement to these gains by the students, both individually and as a whole, was evaluative data gathered through daily observations of discussions and activities in which the students were involved.

The students' interest in economics and becoming "real members" of our free enterprise system got off to an excellent start through their hard work, cooperative spirit, and positive attitudes in making a difference in their future.

GOOD IDEAS IN BRIEF: PRIMARY LEVEL

JOAN W. DONAHUE, *O. J. Dodge Elementary School, Mobile, Alabama*, developed "Mobile Through Our Eyes," for her third-grade students. Studying the economic development of the city came at an appropriate time

when the city leaders were planning Mobile's future and studying several projects for reviving the area. This yearlong study about the economic development, growth, and future goals for the city of Mobile, Alabama, not only involved students but also parents, government officials, and local businesses. After studying the history of their city and learning how to use cameras, 34 young explorers began their expeditions through the city of Mobile. Throughout the year the students were actively involved in economic lessons, posters, activities, market strategies, and videos. They viewed places in their city through their own eyes and the eye of the camera. A total of three, all-day field trips to the city were taken. Through these field trips the students learned the history of their city, its problems, successes, and plans for the future. The students/entrepreneurs produced coloring books entitled "Mobile Through Our Eyes." The students financed this venture with a bank loan they acquired. These books were sold to other students, parents, community leaders, and business people. They also produced a video using the pictures taken on their field trips. This video was presented to the public in two movie premieres which played to two standing room only crowds. These premieres were attended by students, parents, city and state government leaders, civic leaders, business people, Armed Forces personnel, school officials, and the local media. As their third-grade year came to a close, these students had become great promoters of their city.

DEBI KAUFMAN and KIM NORTH, *Davis Elementary School* and *Springhill Elementary School, Bryant, Arkansas,* created the economic unit "Rainforest Economics" for their first- and third-grade students. It was a weeklong unit that provided an integrated way to study economics through geography, social studies, science, math, and literature while concentrating on current environmental concerns that affect us all. Students learned that they must be responsible and make wise choices in how to use and protect our remaining natural resources. As they guided their students through the layers of a tropical rainforest, the teachers introduced basic economic terms. They discovered many scarcities such as homes for endangered animals and native tribes who depend on the forest for their wants and needs. Their students became aware of the opportunity costs of clear-cutting the forest for farmland and industry and not replacing the trees lost. Students were amazed at the number of products produced by the rainforest that they consumed each day and were alarmed by the fact thet they might lose these natural resources if the deforestation continues. While learning about the natural, human, and capital resources involved in the production of goods made from rubber, their students watched excitedly as latex was extracted from rainforest rubber trees and transformed into tennis shoes before their very eyes. Interdependence was easy to see in the forest environment and in the joint effort to save the rainforest. It was especially evident in their banana split production line where each child had a specialized job in producing treats using rainforest products. The students were able to apply economic concepts learned through organizing their schools in an effort to increase environmental awareness by producing "Save the Rainforest" posters, planting trees on their campuses, and raising money to help save a portion of our rainforests. This unit was designed for and used by both experienced and inexperienced teachers of economics.

GAYLA A. WILMOTH, NAOMI R. WILSON, DANA RAY, and DONNA SEAY, *Gentry Elementary School, Gentry, Arkansas,* collaborated to create an economics unit entitled "W & W Candy Company." They integrated a study of economics with children's literature. Their original plan was for a nine-week unit. However, every time they thought they had concluded the unit, more economic opportunities developed. It was taught to four heterogeneous classrooms. All four teachers worked from the same basic outline developed before the study began. Frequently they used team-teaching methods and they continually consulted about progress. Different teaching styles and classroom situations were easily adapted to the overall plan of action. The plan had three phases: (1) basic economic background, (2) integration of economics with selected literature, and (3) application of economic principles to their own "W & W Candy Company." All the learning activities were generated from economics and the book, *Charlie and the Chocolate Factory* by Roald Dahl. After reading the book, the classes learned basic economic concepts and applied these concepts in creating their own "candy company." Throughout the unit, students were involved in the following activities which transformed abstract ideas into concrete understanding: organizational skills, note-taking, poetry appreciation, videos, bulletin boards, art posters, contest entries, and writing. Guest speakers actively sought to reinforce the unit by using the same economic vocabulary and relating it to their presentations. A field trip to Tyson Food Research and Development provided direct observation of production in action. This study also gave students opportunities to express themselves creatively, to interact in groups properly, and to think critically. The unit proved to be more motivating than the teachers had possibly hoped. Each learner developed an awareness of his/her role as a consumer and of how economic decisions affect their lives.

JEAN MOBLEY, *Searcy McRae Elementary School, Searcy, Arkansas,* developed "Economics Ties It All Together" for second-semester, first-grade students. It included five lessons, each centering on a basic economic concept: (1) wants and needs, (2) goods and services, (3) scarcity, (4) opportunity cost, and (5) interdependence. It was a takeoff on the nursery rhyme entitled "There Was An Old Woman Who Lived in a Shoe," with the rhyme being altered to correspond with each lesson. The rhyme introduced a concept each day and was orally recited as a rap. Each lesson included: (1) nursery rhyme rap, followed by definition and discussion of new terminology; (2) an activity directly related to understanding and reinforcing the economic concept of that lesson; (3) discussion of a literature book that had been read earlier in the day and its application to the economic concept; (4) a handwriting lesson in a shape book; (5) activity and evaluation sheets; (6) a folder game and journal page in the Econ Center; and (7) a book and read-along cassette tape in the listening center. One lesson included parent involvement and another included support personnel in their school. The finale of the unit was a decision-making process, using the concepts that were taught to decide how to spend money that the class made by collecting and redeeming Piggly Wiggly cash register receipts.

DEBBIE S. BLANKENSHIP, JENNIFER K. DAUGHERTY, and SUSAN E. GAGE, *Thurman G. Smith Elementary School, Springdale,*

Arkansas, designed "Discovering Economics" for their kindergarten students. Its focus was the economics of Columbus's voyage to America. A visit from Christopher Columbus sparked the students' interest in this economics unit. Although the terms were unfamiliar to the students, Mr. Columbus told them of his mission to find a new trade route to the Indies where he planned to trade for goods that would satisfy the wants and needs of the consumers of his world. He told them of his travels on three ships where there was a scarcity of space. He told them of the jobs and capital goods required to operate the ships. After Christopher Columbus' visit, these kindergarten students participated in hands-on economic activities that were integrated throughout the curriculum. The students specialized using their capital goods to produce many products for a Columbus feast where they consumed foods similar to those eaten on that first voyage. They learned about the exchange of goods that were previously unknown to each "world." This economics unit culminated with the students evaluating their choices after trading the goods they earned (income) during the unit and deciding what their opportunity costs were. The unit provided students with a greater understanding of the economic impact Columbus' voyage had on their lives. It gave the students a basic understanding of economic concepts to help them make wise decisions throughout their lives.

HELEN W. BAUMAN, *Auburndale Central Elementary School, Auburndale, Florida*, developed "The Economics of Bread, A Passport to Culture." The unit was an eight-lesson unit based on "The Little Red Hen." The story is a perfect springboard for an economics unit because it not only relates the process of wheat from field to table, but also uses delightful animal characters that come alive in songs, poetry, writing, and a puppet show. The class started the unit with Wants and Needs. It was one of the most obvious concepts in "The Little Red Hen." They also completed Goods and Services in October. In November they covered Advertising and Resources. Transportation and Specialization were studied in December and Scarcity and Public/Private Property were done in January. A guest speaker came from an Ohio wheat farm in November and speakers from several other countries visited the class during December and January. The culminating activity and evaluation were the last week of January. Students used models of a wheat field, granary, mill, bakery, and small town stores. An electric train made its way over the countryside, transporting the grain. The town was on a 4 x 8 sheet of plywood. Students matched a number on the model with a card question. If students answered five out of six questions correctly, they could start the train. They also had to explain the processing of wheat from field to table. This unit lends itself to the integration of all areas of the first grade curriculum. It is Economics by content, Language Arts by application, Social Studies by experience (speakers from other cultures and countries), Math and Science by discovery, and Music and Art by appreciation.

SUSAN M. MOORE, *Paxton-Wilt Elementary School, Louisville, Kentucky*, developed a unit entitled "Popping Into Economics" for second and third graders. The purpose of this unit was to pop into an unfamiliar topic and place it at the primary level with a thematic approach to teach five basic economic concepts: (1) scarcity, (2) opportunity cost, (3) consumption, (4) production, and (5) interdependence. The concepts were learned

through four sources: (1) field trips to Philip Morris, Hillerich & Bradsby, UPS, post office, mall, Burger King, McDonald's, Tumbleweed, and the school cafeteria; (2) books set up at an economic reading center; (3) tapes: *Econ & Me, The Lemonade Stand;* (4) guest speakers from LG & E, Kosair Hospital, humane society, Okolona Fire Department, Campbell's sales representative, and Milliken sales associate. The unit spanned a three-month period and was taught a minimum of 30 minutes a day. Activities integrated concepts across the curriculum in all content areas with a thematic approach. A culminating activity involved the students personally in understanding and experiencing the five basic economic concepts presented in this unit—the class opened a popcorn enterprise. Students learned firsthand interdependence among the concepts and how they related. They filled out job applications, advertised, cooked, sold the product, packaged, delivered the product, and decided how to spend the profit. Twenty-four students popped into this unit and out popped 24 consumers, producers, advertisers, sellers, packagers, deliverers, and spenders. A popping impression was made on the lives of 24 young economists! Maybe one day they will play a role in a major corporation or own their own company remembering the year they "Popped Into Economics."

ELAINE GEARY, PAMELA SULLIVAN, and PATRICIA WALLS, *Wellington Elementary School, Louisville, Kentucky,* worked together to create "Economics by the Slice" for five-, six-, and seven-year-old primary students. They met a challenge—by the Kentucky Education Reform Act of 1990—to include kindergartners in the primary program. A morning kindergarten class and a first-grade class combined for small and large group activities for each lesson. As the classes came together to make a multi-age learning situation, problem solving and decision making were encouraged. "Economics by the Slice" was taught with the help of Chef Econ, a stuffed doll that was used throughout the unit. He had two goals. First he placed the economic concepts on a primary level and taught them. He motivated the students by showing a video series *Econ & Me.* Incredible Econ and his friends introduced the children to these concepts, thus following Chef Econ's economic pizza recipe. Second, Chef Econ developed in the students the ability to make good choices, a skill that will benefit them throughout their lives. Chef Econ stimulated students to think about economics through dialogue and written messages. The messages were written on large pizza slices. Throughout the unit Chef Econ encouraged the discussion of economic concepts of scarcity, opportunity cost, consumption, production, and interdependence. Through the use of visual media, situations were created that emphasized each of the concepts in this unit. By connecting the economic concepts to real problems in the classroom, the concepts became more meaningful for the students. The three-lesson strategy, three lessons for each main economic concept, built the students' understanding. The purpose of Lesson 1 for each concept was to introduce the concept. Lesson 2 reinforced the concept, and Lesson Three provided an opportunity for understanding to develop. A field trip to Pizza Hut applied the new economics learning to a real-life situation. Students were enthusiastic when they identified the production of their pizza as a good, the waitress as a service worker and themselves as consumers. Their active participation during this activity enhanced their learning of the economic concepts developed.

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CHAPTER TWO

INTERMEDIATE LEVEL: GRADES 4–6[1]

PROJECT MOO: A "COW-OPERATIVE" APPROACH TO LEARNING ECONOMICS

A Sixth-Grade Economics Unit

Teresa R. Adams, Brenda G. Miller, and Cheryl L. Pool
Westside Elementary School, Cabot, Arkansas

OVERVIEW

"Project Moo" was a four-month "cow-operative" learning project of the sixth grade. It was designed to teach economics by using the real life situation of purchasing, raising, and marketing three calves and relating this experience to the economics of everyday life.

The community involvement was exciting! At the initiation of the project, two men in the community each donated a calf. Student representatives then met with the Board of Directors at a local bank to discuss a cash flow chart and procure a loan for the purchase of a third calf. The Board was captivated with the concept and offered an endowment of $500 for the purchase of the calf.

Before the actual investment, various breeds were considered based on research done on cost-efficiency due to weight gain abilities. Then, on February 1, 1993, the sixth-grade students and teachers watched as Bill, Hillary, and Chelsea, our three calves, made their way to their new two-acre home located on our school's campus. As the students accepted the role of managers, they became responsible for feeding and caring for the calves. Their self-esteem and confidence began to escalate. The enthusiastic sixth graders became energetic in their realistic learning approach to economics.

Throughout the economic unit, the students actively participated in economic lessons, games, bulletin boards, posters, films, videos, and activities. They toured local businesses affiliated with or dependent on the cattle industry and learned from specialists in the beef industry. Through "cow-operative" learning teams and hands-on experience, student learned first-hand knowledge of the skills relating to economics such as: dealing

[1] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

with the scarcity of resources, the allocation of resources, the relationship between producers and consumers, and how these pertained to their small-scale cattle industry. In an effort to make a profit, all of these skills and more were explored as the students carried out their entrepreneurship.

The project culminated in a field trip to market their calves. At the livestock auction, the students observed the sale of their calves and reaped the profit of their investment. The students proudly donated 20% of that profit to Heifer Project International. The remaining profit was presented to the 1993–1994 sixth-grade students for the continuation of "Project Moo."

RATIONALE

Cabot is a city in the central region of a rural state located in the South. This city has a residential population of approximately 8,000. Our school, Westside Elementary, is located on 14 acres of land west of town. Our sixth grade consisted of 77 students.

Our community is a "bedroom community," where parents work in Little Rock with few of their children having opportunity for involvement in agricultural experiences, including farm animal care. Understanding the need for economic education, we knew this project would lend itself to many agricultural activities cultivating growth in and application of economic concepts, such as: *decision making, choices; trade-offs, production, interdependence*, and *specialization* to name a few.

Besides being an enjoyable activity that would develop responsibility, cooperative learning, and management skills, the project would also establish knowledge of basic economic principles. We believe that economics is the foundation of our society. The knowledge gained would empower our student to successfully function in a capitalistic society and global economy. Through the planting of economic seeds, we anticipated that each student would yield a harvest of positive self-esteem and develop to his/her fullest potential academically, emotionally, and socially.

SPECIFIC OBJECTIVES

1. Students will define and give examples of scarcity and apply them to personal decision making.
2. The students will define opportunity cost and apply the concept to both economic and noneconomic situations in their own lives.
3. Students will define productivity, explain how investment in capital goods and the division of labor improve productivity, and explain why productivity growth is important to the economy.
4. The students will define an economic system. They will become aware of the basic functions of the three economic systems by role play and discussion.

5. The students will demonstrate an understanding that large city banks provide money for the agricultural system by completing a circular flow chart.

6. The students will demonstrate an understanding that the agricultural system uses products (goods) and services produced by other sectors of the economy.

7. The students will describe a market as any place where buyers and sellers exchange good and services. They will identify two of the markets in the stages of meat production (producer to packer, packer to retailer, retailer to consumer). Students will identify three markets in which they participate and define price as a unit of money required to buy a good or service.

8. By discussing and displaying cards, the students will demonstrate an understanding that relationships with other countries affect our agricultural system.

9. The students will demonstrate an understanding that production and distribution of agricultural products requires decision-making skills. They will learn about the four types of businesses and determine who makes the decisions for each business.

10. The students will name the four factors of production (land, labor, capital, and management) and categorize specific resources under the four factors of production. The students will list at least two conditions that affect the farmer's profit (weather, prices, disease, supply) and describe at least two reasons why a person works as a farmer (profit, tradition, independence, the enjoyment of working with animals and plants).

11. The students will demonstrate an understanding of the necessity for government inspection to assure the safety and wholesomeness of our food supply.

12. Students will define gross national product and convert data into a graph.

13. By writing short stories, the students will develop an understanding that economic conditions in all segments of society have a direct impact on farmers.

14. The students will develop a better understanding of the characteristics of an effective medium of exchange.

SAMPLE ACTIVITIES

The Purchase of Materials to Build a Shed

One week before the arrival of the calves, a decision was made to build a 10x13-foot shed for the protection of the animals. The students used their "Project Moo" inheritance money to pay for the purchase of the materials.

After the necessary supply list was made, three student representatives were chosen as acting purchasers for the materials. The students, with list in hand, were driven to Ridout Lumber Company to purchase the necessary supplies; before the actual purchase was made, the students were given a tour of the lumberyard and shown how the supplies were loaded and delivered. The types of products sold and the process for ordering supplies were carefully explained.

After the supplies were ordered, our school maintenance workers delivered the supplies to our school and began to work. After much labor, the shed was finally complete. The student admired the shed with much pride as they eagerly awaited the arrival of its new occupants.

* * *

The Manufacture of Shrinky Dink Cows

The production of Shrinky Dink Cows was a student-generated business maneuver employed by the entrepreneurs in hopes of making tons of money. The young, but inexperienced, business-minded students dreamed of becoming rich without spending too much time devising a cost-efficient product.

After brainstorming, students decided to stay with the "Project Moo" theme of "cows" in hopes of earning a larger profit, as well as gaining more recognition for the project from the community. After seeing another student's button covers made from Shrinky Dink materials, the students agreed upon the manufacture of Shrinky Dink cows. Shrinky Dinks are a lightweight, durable, paper-thin, plastic that can be cut and painted into any shape or design. When heated, the design will shrink to about 1/3 of its original size.

To teach the concept of specialization through this manufacturing process, two teams were formed: Specialized and Nonspecialized. Both teams consisted of 13 workers. The specialized labor force consisted of five cow-operative working teams which included: Cutting, Sanding, Painting, Cooking, and Magnet Installation. The nonspecialized labor force was a *"Free for All."* Each student was responsible for producing the Shrinky Dink product by performing the five steps mentioned above. The nonspecialized labor force soon realized that specialization was a much more effective strategy for production. While the specialized labor force produced 150 Shrinky Dink cows, the nonspecialized labor force produced only 35.

After this valuable lesson on specialization, the students took their finished products to market. There they learned an important lesson about supply and demand. The students were very optimistic about the selling of their Shrinky Dinks. However, their profits were marginal.

SAMPLE FIELD TRIPS

Walking Field Trip

To broaden our students' awareness of people associated with the beef industry and to show how they are interdependent, we arranged a walking field trip to tour several businesses: Jettie Moore Real Estate, Dreamline Manufacturing and Trucking, Cabot Meat Locker, Bank of Cabot, Wood's Feed Store, Lowman and Lowman Hardware, Farmer's Insurance, Aldridge Accounting Firm, Mike's Family Foods, Greer's Clothing, and Tastee Freez. While at the Meat Locker, the student asked many questions about the process of meat preparation while observing, firsthand, the specialization of the butcher's expertise. During the grocery store visit, the students were able to compare the prices of beef with other varieties of meat. While at Greers the students noted the different leather goods produced from cows. The final place to visit was the Tastee Freez where the students were able to consume beef products. Through this field trip, the students were able to see the dependency of these businesses upon the beef industry as well as the role that economics has in everyday lives.

Sale Barn

After four months of nurturing, the time came to sell the calves. The managerial roles performed by the students now were changing into those of business men and women. As the calves and students made their way to the Lewis Livestock auction in Conway, the air was filled with mixed emotions. The students were sad to know they had to sell the calves, but acknowledged that this was the reason behind all of their hard work.

After arriving at the sale barn, the students toured the facilities to view the other livestock being auctioned that day. They were fortunate to see the holding pen of Bill, Hillary, and Chelsea. As the auction began, the auctioneer called for two of our students to introduce the calves. The calves were prodded into the selling area where they were auctioned. Bill sold for $1.01 per pound. He weighed 590 pounds netting $595.95. Hillary sold for a $.90 per pound. She weighed 645 pounds netting $580.50. Chelsea weighed 525 pounds and sold for $.99 per pound. She netted $519.75. The total net worth was $1696.15. After standard deductions, the Livestock Company issued the students a check in the amount of $1618.84. The students were exhilarated by the amount of money the calves earned. However, they were also very concerned about what would happen to their calves.

SAMPLE LESSON PLANS

A Mootivating System for Learning Economic Systems

CONCEPT: ECONOMIC SYSTEMS

OBJECTIVES: (1) The students will define an economic system. (2) The students will become aware of the basic functions of the three economic systems by (a) participating in a role-playing game, (b) discussion.

SKILLS: Social Studies

MATERIALS NEEDED: empty milk cartons from cafeteria, lots of M&Ms, student volunteers

TIME REQUIRED: one class session

VOCABULARY: (1) economic systems—the collection of institutions, laws, activities, controlling values, and human motivations that collectively provide a framework for economic decision making. (2) command system—decisions are made largely by an authority. (3) traditional system—people generally repeat the decisions made at an earlier time or by an earlier generation. (4) market economy—a system of decentralized decision making in which individuals and business firms participate in the market through decisions that are reflected in the supply and demand for goods and services.

PROCEDURES

1. After giving the definition of the term economic system, the teacher will put the names of the three different economic systems on the board. They are command, traditional, and market systems.

2. Divide the class into three groups and tell them they are all professional milk movers.

3. The first group will be told that they will move milk in the tradition of their ancestors. They belong to a society that has always moved milk in a specific way, and it is understood that they will always move it in that way. Tell these children that they are to crawl on their hands and knees backwards until they have moved the milk across the room. They will be rewarded for their efforts with five M&Ms. When the task is complete and the students are paid, have them return to their seats. (Have the children keep note of the time and how many M&Ms per group were given on the board.)

4. The second group comes down and they are told they are chosen to be milk movers by the commander because she rules society. The commander has also chosen their method of moving milk. Tell the students they will move the milk in an upright fashion from one side of the room to the other because this is the method the commander deems best. Each worker

will be paid five M&Ms for completing the task regardless of how long it takes. Again keep a note of how long it takes and the number of M&Ms distributed.

5. Tell the third group that they are members of a society that are free to work at the job of their choice and that they have decided to be milk movers. They are free to move the milk in whatever fashion they deem best. The fastest milk mover will be paid seven M&Ms, the next fastest 6, third place will be paid 5, fourth place will get 4, fifth place will get 3, sixth place 2, seventh place will get 1, and the rest will not get any because their milk has spoiled. Again, keep a note on the time and the number of M&Ms.

6. After all groups have participated, see if the class can determine which of the three groups belongs to which system.

7. Compare the amount of time spent and the number of M&Ms earned as income for each system.

8. Ask the students to determine which system is most efficient and which system produced the greatest incentive to do a good job.

9. Let the students enjoy the rest of the M&Ms and milk.

10. Make sure students understand that no recent real-world economy is or has been a pure form of any of these systems. Every existing economy uses a different "mix" and many countries have been undergoing big changes in the past decade.

EXTENSION ACTIVITIES: (included in the learning center section)

1. The Allocation Game
2. Political Crisscross with Economics puzzle

* * *

From Bank to Cow and Back Again

CONCEPT: ECONOMIC INSTITUTIONS AND INCENTIVES

OBJECTIVES: The students will demonstrate their understanding that large city banks provide money for the agricultural system by completing a circular flow chart.

SKILLS: Critical Thinking, Listening

MATERIALS NEEDED: Transparency of circular flow, student copies of blank circular flow chart, materials to make a bulletin board, handout

TIME REQUIRED: two class sessions

VOCABULARY: (1) interdependence—dependent upon each other for goods and services. (2) productive resources—what is required to produce the goods and services that people want (human and natural resources, capital goods). (3) circular flow—(see introduction). (4) natural resources—the gifts of nature that are used to produce goods and services. (5) capital—the buildings, equipment, machinery, roads, etc. needed to produce or provide access to other goods and to supply services. (6) goods—physically tangible things. (7) services—physically intangible things. (8) entrepreneur—the organizer of an economic venture. (9) economic institutions—households, families, and other formal organizations.

INTRODUCTION:

A circular flow of goods and services shows people going from the households to sell their productive resources (land, labor, capital, entrepreneur) to the business and then returning to the household with income paid by the business. They go back into the business world to buy goods and services, taking payment with them, and then return to the households with the finished goods and services.

The Government is at the center of the circular flow. Business and households pay taxes to the Government. The Government, in return, provides goods and services to businesses and households.

Another part of the circular flow is the financial institution. The financial institution brings borrowers and savers together. Individuals and businesses borrow from financial institutions. Businesses depend on financial institution for the capital investment. That is why they borrow the money to buy their capital goods.

Banks in New York City, Chicago, and a few other cities are considered to be large city banks. These banks funnel money into the agricultural system by making loans to large industries like John Deere and International Harvester. Farmers usually borrow from their local banks, from the Federal Land Bank, or other Government agencies. Because farmers depend so heavily on other businesses, they also depend on big city banks.

PROCEDURES:

1. List the resources a farmer needs in order to produce a crop. By brainstorming, include as many land, labor, and capital resources as students can name. The list will include, but not be limited to, the following items:

farmer	farmlands	tractors
land	seeds	fertilizers
harvesters	combine	pesticides
cattle	milk machinery	

Have the students list these under the correct category on the handout provided.

2. The average investment per farm in the United States is over $200,000 each. Ask, "Who pays for all these resources?" "How?"

3. Introduce a transparency circular flow chart that includes farmers. Illustrate the flow of money from banks to cattle farmers and from cattle farmers back to banks.

4. Duplicate unlabeled copies of the circular flow chart for students to complete.

5. Discuss "How does the farmer benefit from the circular flow?" "How do banks benefit?"

6. Invite a representative of a Federal Land Bank association or a production credit association, two organizations which provide farm loans, in addition to loans provided by other commercial banks, to speak to the students about the interdependence of farmers and banks.

EXTENSION ACTIVITIES:

1. Begin banking unit.
2. Students can brainstorm questions and invite a guest speaker from the local bank to answer them.
3. Newspaper scavenger hunt.

* * *

The Many Markets of Meat

CONCEPT: MARKETS AND PRICES

OBJECTIVES: The learner will be able to: (1) Describe a market as any place where buyers and sellers exchange goods and services. (2) Identify two of the markets in the stages of meat production (producer to packer, packer to retailer, retailer to consumer). 3. Identify three markets in which he or she participates. 4. Define price as a unit of money required to buy a good or service.

SKILLS: Math, Science

MATERIALS NEEDED: transaction cards

TIME REQUIRED: one class session

VOCABULARY: (1) competition—the ability of a number of sellers of similar products to offer them in the market without substantially affecting the price. (2) market—any place where buyers and sellers exchange goods and services. (3) profit—what remains after all costs of production have been deducted from the sale of goods or services. (4) prices—the amounts of money that people pay in exchange for a good or service. (5) supplier—one that supplies.

PROCEDURES:

1. Review with students the definition of a market, emphasizing that there are markets at each stage of production and that producers in each obtain resources necessary for production. Have them brainstorm all the markets a farmer participates in to obtain resources (goods or services), e.g., feed from a feed company, tractor repair from an implement dealer, fencing from a farm supply store, loans from a local bank, etc.

2. Using their social studies texts, have students locate pictures of markets. Each picture should be discussed in terms of: how they know this is a picture of a market, who is buying, who is selling, and what goods or services are being traded? It's important that at least one picture illustrate the purchase of a service.

3. Further discussion should concentrate on the character of a market. Some discussion questions are: What are the essential ingredients of a marketplace (buyer, seller, something to exchange)? What can be sold in addition to goods (services)? Does money have to change hands in a transaction? (No, anything the buyer and seller agree has an equivalent value can be exchanged.) Why is money usually used? (It's easier than bartering.) Students should be able to formulate a definition of a market.

4. Students will now apply what they have learned by listing the markets they have participated in during the past week, either as buyers or as sellers, and then share their lists. (Examples are delivering newspapers, babysitting, cutting a lawn, going to a movie, buying a fast food meal, operating a video game.) Next, have students list any places they have visited in the past week where meat was bought or sold. Finally, students should try to determine where these places purchased their meat.

Through this activity the student should be able to follow, in reverse, the stages of production (consumer, retailer, processor, producer).

5. Conclude this lesson with the simulation of the different markets that take place as a steer passes through the production process. Choose volunteers to play these roles: a farmer, two buyers, two feedlot operators, three meat processors, a retailer and a consumer. Have the students form a line in the order above, across the front of the room, facing the class. Review the stages of production, emphasizing the service provided in each stage. Also emphasize that as each service is provided, the price of the steer increases, e.g., the feedlot operator increases the weight of the steer, thereby having more poundage to resell. (More than one buyer is a representation of market competition.)

6. Cut out and issue the proper TRANSACTION CARDS to each of the students playing a role. Also, distribute the sheets to remaining students to help them better understand the transactions by making their own computations. Cut out a picture of a steer. Give each student a few minutes to figure out what some of the costs incurred in production are. Beginning with the steer at the farmer's ranch, have the farmer sell the steer to the feedlot operator. The feedlot operator, in turn, sells the steer to the livestock broker and so on to the consumer.

7. When the simulation is finished, discuss the market process and how it worked in the simulation. Also discuss possible answers to questions on the bottom of the TRANSACTION CARDS.

EXTENSION ACTIVITIES:

1. Who? What? How?—Learning Center Game.
2. Did You Know???—Worksheet on cattle by-products.

EVALUATION

Pre- and Posttests

To determine how much economic knowledge our students possessed prior to the project, on October 1, 1992, we administered the Basic Economics Test Form A. With students achieving an average score of 15.8, the results of the pretest indicated that most of our students had some knowledge of economics. However, the scores reflected a limited understanding.

After completing our project, the students "moo-ved" ahead with a greater comprehension of economics. On June 1, The Basic Economics Post Test Form B was given. With the exception of five, all of the students increased their raw scores with an average posttest score of 21.7. This was an improvement of 5.9 average points. The students' individual scores improved from one point to thirteen points. This revealed that our students did advance in their economic understanding.

Economics Fair

On April 24, a team of students participated in the first annual state economics fair at Henderson University, where they took first place for the overall competition. Because this was the first year for the fair, we didn't know what to expect prior to the competition. When we arrived with our five-person team, the students were taken to a room where they had to set up the display of "Project Moo." Even then, people were inquiring about the project. The students were enthusiastic as they informed inquirers of the fact that they raised their calves on the playground. They acted like proud parents as they showed off the calves' pictures on the display. Next, they were given a bag of "happy trash" and 20 minutes to produce and market a product with a two-minute advertisement. The next hurdle was to complete the Basic Economics Test. After testing, the team combined creative talents to produce a T-shirt logo for 1994's Economics Fair. Finally, the last competition of the day was the quad run. During the quad run, the students had to run an obstacle course as they answered economic questions.

After an economic fun-filled day, the zealous students hurried into the auditorium anxiously awaiting the awards ceremony. Our students were very excited when the judges announced that "Project Moo"s' economic team had won first place in the competitions of (1) backboard display, (2) product design (the "happy trash" competition), and (3) OVERALL WINNER.

Economic Books

Upon completion of our economic project, students demonstrated proficiency of said objectives through a culminating creative book writing activity. The purpose was to allow students to express, on their level, what they had learned about economics in the form of poetry, short stories, jokes and riddles, and comic strips.

STEP ONE: The students were introduced to the idea of making an economics book which would entail literature composed by them.

STEP TWO: After consenting to this idea, students were given "bare" books.

STEP THREE: The students then designed a cover for their book which had an economic theme. They had to first design the cover on a piece of construction paper. The design was later transferred onto the actual book.

STEP FOUR: Next came the division of labor. Four areas of specialization were needed in order to organize the students into "cow-operative" managing teams. The students volunteered their expertise in the areas previously stated.

STEP FIVE: Students were given four weeks to write, edit, and publish with the most points accumulated! The student were fired-up about their economic success and their new economic trophy waiting to be placed in the trophy case.

CONCLUSION

Our students did expand in their knowledge and application of economic concepts. This was evidenced by their frequent use of economic terminology outside of the organized economic classroom setting. We saw a significant difference in our students' attitudes and citizenship because of the improvement in self-esteem. Responsibility and decision making among the sixth graders was exemplified as they executed their daily managerial role. Through cooperation they became proficient in specialization, assembly lines, and marketing their goods. The profits from the sale of Moo Doo, a product manufactured, advertised, and sold by the sixth grade, accelerated the fervency among our students.

Realizing that the calves were a natural resource, the students eventually perceived the significance and far-reaching effects of raising cattle. After a field trip to Heifer Project International, the students had an even greater appreciation for the numbers of people that the beef industry actually encompassed. Our economists realized the impact livestock has in helping decrease the epidemic of persistent hunger in third world countries.

This was a magnifying expedition for our sixth-grade citizens. The result of their new empowerment in economics bred ideas among other teachers in the district. The enthusiasm was contagious. A fourth-grade teacher shared how she will be implementing an economics project in her room, a kindergarten teacher will be starting "Project Moo–Tie your shoe," and next year's sixth grade has already expressed their excitement in continuing the project.

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GROWING UP IN AMERICA

A Fourth-Grade Economics Unit

Jennifer Dean, Jeri Pritchard, and Beverly Key
Eastside Elementary School, Haines City, Florida

CLASS DESCRIPTION

Eastside Elementary School is a prekindergarten through fifth-grade elementary school with a combination of students from the east area of Haines City and the Polk County section of the subdivision, Poinciana. The school is centrally located in the Citrus Belt of Polk County; therefore, we have a high enrollment of migrant students. Sixty-nine of the 76 students involved with this project receive free or reduced-cost lunch.

Seventy-six boys and girls from three classrooms participated in this project. The classes were heterogeneously grouped and were self-contained. Students ranged in reading levels from first grade to sixth grade with 78% of the students working at grade level or better. There were 34 girls and 42 boys in the group. While the majority were Caucasian (34), there were 19 Hispanics and 23 African-Americans.

INTRODUCTION

The purpose of our project was to make students more aware of the economic system in the United States while instilling in them pride as Americans. Our project began in the summer of 1992. Jennifer Dean, a fourth-grade teacher, received permission from the Safety Department of Clay Hyder Trucking Lines and the Department of Motor Vehicles to be a passenger in her husband's semi-truck.

Motivation for our project began after a discussion of summer experiences. Mrs. Dean shared information with Jeri Pritchard's and Beverly Key's classes. She traveled to 42 states in the United States, delivering products produced in the USA. The students became very inquisitive by asking where certain products come from. This led us into choosing an activity that would incorporate the learning of "Products of the USA" with the *Regions* book for social studies. During this time we decided also to learn economic concepts and the 4 R's (reduce, reuse, recycle, and recover) because many concepts were already being discussed in relation to the product. The title "Growing Up in America," was chosen because we spent a great deal of time discussing the American farmer; we decided to grow a garden of our own, and the children were indeed growing up in America!

GOALS

The goals of this project were:

1. To promote in students a greater understanding and appreciation for our American economic system by utilizing the basic economic concepts and activities as opportunities of choice.
2. To promote in students a better understanding of why it is important to produce, purchase, and sell American-made products in order to establish a strong economy by actively participating in the project.
3. To promote an awareness in students of all things that are actually made in the United States.
4. To show students that our free enterprise system must have the help and support of all Americans in order to survive.

OBJECTIVES

1. To become familiar with the products which many of the students' family members work with daily.
2. To understand that advertisement and transportation can affect the rate of distribution of a product.
3. To recognize that the choices of marketing techniques play a big role in the selling of a product.
4. To develop an understanding that consumers use goods and services to satisfy their wants and needs.
5. To identify and understand the differences between producers and consumers.
6. To become "decision makers" by making the right choices.
7. To recognize and actively experience being producers in specialized mass production of products.
8. To understand the roles of our government and how taxes affect the buying and selling of products.
9. To realize that specialization promotes efficiency and results in greater interdependency.
10. To show students that they must take responsibility for a loan by using banking skills such as earning, saving, and spending money.
11. To identify the difference between public and private property and its role in the structure of our economy.

PROJECT OUTLINE

Test the Soil

I. Economics Pretest

Prepare the Soil

II. Build Background and Establish Classroom Environment

A. Prepare Learning Environment
   1. Establish centers: states, capitals, and products
   2. Develop bulletin boards

B. Motivation of Project
   1. Teacher presentation of touring U.S. transporting products
   2. Picture presentation

C. Initial Development
   1. Present and explain Econ Sam, logo, motto, slogan, activity book, poem, and song
   2. Become concerned American consumers through studying the products of the USA
   3. Discuss and practice reading "Growing Up in America"
   4. Practice singing "We've Been Studyin' the Products"
   5. Share student research of state in an assembly with classes
   6. Write letters to local, state, and national leaders
   7. Write letters to Department of Agriculture in all 50 states
   8. Correlate the products of the United States with the Social Studies Regions book and curriculum

Plant the Seed

III. Develop Student Business and Basic Economic Concepts

A. Establish Econ Sam Growers Association
   1. Elect company officers
   2. Accept company logo, motto, slogan, activity book, poem, song, and business operations
   3. Agree on production and sale of America-made products and distribution of "Growing Up in America" activity books
   4. Establish bank account
   5. Determine use of profits

B. Learn and Apply Basic Economic Concepts to Production of Farming and Industrial Goods of the United States
   1. Free Enterprise: relate to Econ Sam Growers Association
   2. Public and Private Property: locate various properties on local maps, then use map-reading skills to find places when going on a field trip
   3. Wants and Needs: set up a classroom store and have students purchase items

4. Resources: teacher field trip to Phosphate Mines, share information with students
5. Scarcity: students make a limited number of products, then take orders for extra. Students produce a limited number of items, then take orders for extra
6. Consumers: customers of the Econ Sam Growers Association
7. Goods and Services: make a job tree
8. Production: assembly line production to show steps of progression
9. Specialization: assembly line production
10. Interdependency: map of the United States formed with student reports
11. Distribution: advertise by using fliers, bulletin boards, intercom, newspaper for sale of products made in America
12. Exchange: collateral given up front; carry out plan to borrow, earn, save, repay loan and spend money; establish Econ Sam Credit Union

C. Study Products, produce goods, and provide a service
   1. Study the products of the U.S. by region
      a. Identify states and capitals
      b. Identify products and industries
      c. Have a regions party
      d. Make a regions book
      e. Reports on each state
   2. Prepare for sale: Econ Sam product sale
      a. Establish times and dates
      b. Advertise—intercom, fliers, bulletin boards, door-to-door, commercials
      c. Order products from catalog
      d. Purchase products through school and local grocers
      e. Explain job descriptions
         (1) Transportation and distribution of goods
         (2) Assembly line workers
         (3) Order takers/salespersons
         (4) Cashiers
         (5) Money counters
         (6) Treasurers
         (7) bank depositors
         (8) Loan officers
         (9) Purchasing director
   3. Hold sale of products
      a. Appoint students to jobs
      b. Carry out jobs
      c. Finalize product
         (1) Count and deposit money
         (2) Repay loan
         (3) Relate the experiences to the economic concepts studied

Cultivate, Feed, and Nurture the Plants

IV. Reinforcement

A. Field trips to community businesses
   1. Haines City Citrus Growers Association
   2. Barnett Bank
   3. Davidson's of Dundee Candy Factory
   4. Thomas Chevrolet
   5. Comcar Industries—Clay Hyder Trucking Lines

B. Establish Goals

C. Contact Businesses—Establish Dates and Review Goals

D. Send Letters to Parents

E. Prepare Students
   1. Study products and discuss importance of businesses
   2. View film from Comcar Industries

F. Form a Letter for Partners in Economics to Present to Businesses

G. Follow-up Activities
   1. Write thank-you letters
   2. Relate economic concepts studied to real-life application in businesses
   3. Send photographs to local newspaper for publication

Harvest the Product

V. Culmination

A. Production, Distribution, and Exchange of "Growing Up in America" Activity Books
   1. Take orders on product
   2. Establish production
      a. Job descriptions
      b. Organization of labor
      c. Assembly of books
   3. Distribution
   4. Exchange
      a. Order takers, cashiers, money counters, and treasurers
      b. Deposit profits and pay loan
      c. Determine use of profits

B. Grower's Garden
   1. Prepare to grow a garden
      a. Test soil
      b. Test growing indoors and outdoors
      c. Plant different seeds for success
      d. Check soil erosion
      e. Care for garden
      f. Harvest products for vegetable soup party
      g. Use flowers for school beautification
   2. Use experience to relate economic concepts to real-life application in farming

C. Econ Sam Grows with American Economics
   1. Prepare a musical and practice with speeches
      a. Tryouts for parts singing and speeches
      b. Plan dates and times to practice
      c. Send out fliers for school to view musical performance
      d. Invite guests and business partners
      e. Plan refreshments for play
   2. Present musical program to school
   3. Present program to the public
   4. Contribute to the community by taking a fruit basket to a community nursing facility in Haines City

Consuming the Product

VI. Evaluation and Conclusion

EVALUATION

A pretest and posttest of basic economic concepts for mastery on *Fourth Grade Level in Florida Schools*, published by the University of South Florida, Center for Elementary Economics Education, was administered to the students. The average score increased by 60%. In addition to these tests, students were given practice evaluations following each concept that was posttested. This not only gave students practice in reading economic vocabulary, it also made the students apply the vocabulary to real-life situations.

To review all of the concepts and skills, we made state books that included all of the information learned. Each of these activities allowed the teachers to observe and monitor the progress of each student.

CONCLUSIONS

We produced two books that helped with the learning process of our project. The first book was "The American Grower's Coloring Book." This book used all of the economic concepts and showed how we related them to our project. Our second book was "The Products of the USA." This book was student-researched and teacher-illustrated. This book contained a drawing of each state with the state capital and the products of the state included on each page. The production of the activity book and the coloring book kept the students' interest at a high level. Our bake sale of "The Products of the USA," our production of goods for consignment to the "Eastview Elves' Seasonal Shop," and the special program, "The American Musical," kept student involvement high and contributed to the success of the project.

The students have shown a greater respect and a better understanding of our Economic System. As educators, we would like to see each and every student take pride in America and make decisions that will improve the quality of life for all Americans. Children of today are our future leaders of tomorrow, and we feel that with a good background these children can and will be successful.

ECONOMICS IN A BALLPARK

A Sixth-Grade Economics Unit

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RATIONALE

Americans have a strong passion for sports. It seems logical then to tap into this love and interest and channel this enthusiasm into an educational endeavor. Economics is everywhere. It can be found even in baseball. The involvement in baseball requires personal and government investing of money in ballparks, in equipment, and in training. Any town or city can easily realize the economic impact baseball can generate whether professional or nonprofessional players are participating.

As educators we realize that education requires more than book knowledge. Students must become informed consumers and producers able to make informed decisions in a market economy. These decisions involve every part of our culture, from basic needs to wants such as entertainment like baseball.

This economics study allowed the students to experience economic concepts in a relevant and fun way. These economic concepts can be transferred into their daily life situations. This is the preferred outcome of any teaching situation.

SUMMARY

"Economics in a Ballpark" is a three-week study of economics as it relates to baseball. Various activities and guest speakers integrated economics with several subject areas.

Students become motivated by studies that they are personally interested in or that will be relevant to them. High interest was achieved when it was announced that our home town would host the 1993 Babe Ruth World Series games. At the same time, many of the students were becoming involved in baseball and softball activities. These factors combined with the students' natural fascination and love of baseball led to an exciting study of economics.

The economics unit began with viewing the videos "Kingdom of Mocha" and "Return to Mocha" which introduced the students to basic economic concepts of a community. Students then began to discover how baseball affects the economy through guest speakers who explained how trading baseball cards, the supply and demand of sporting goods, and the circular flow of money generated by the Babe Ruth World Series are really economics. Active participation in classroom discussions and activities encouraged understanding and application of economic concepts.

Students produced mini posters showing wants and needs of baseball players and teams. They produced a hall display to show their understanding of consumers and producers as related to baseball. Inquisitive minds discovered that technology is responsible for major changes in the game of baseball. The students realized that through specialization the quality and quantity of any consumer good and service can be improved.

Excitement peaked as students produced individual baseball cards which they traded in an effort to obtain a complete class set. Through this activity they were able to understand scarcity, surplus, barter, cost, trade-off, supply, and demand.

The sixth graders took to heart the song, "Take Me Out to the Ballgame," as they challenged the teachers to a ball game. This activity involved division of labor as students took responsibility for various aspects of a baseball game including: participating on a planning committee, becoming entrepreneurs at a concession stand, providing a service of teacher helper during the game, producing pennants, playing on the students' team, advertising the game and concessions, and cleaning the area after the game. As the time approached to spend their baseball bucks, the students experienced the opportunity cost involved in decision making at their product market.

GOALS

1. To teach economic concepts and relate these to baseball.
2. To equip students with economic knowledge so that they will become better informed producers and consumers in the baseball product market industry.
3. To make students aware of the economic costs of baseball within the community.
4. To enable students to become wise decision makers as they assume more responsibility for life and economic choices.

SAMPLE LESSONS

Supply and Demand

Objectives: Students will
- learn about the economics of sports equipment by listening to a guest speaker, Ken Power.
- learn about supply and demand by running their own concession stand.
- display baseball goods on a bulletin board and learn about team logos, advertising, and team recognition.

Economic Vocabulary: Economics, wants, needs, supply, demand, cost, alternatives, criteria, technology, producers, opportunity cost, scarcity, product, specialize, consumers, consumer goods, advertising, prices, inflation

Integrated Subjects: Language, Reading, Math

Skills: Discussion, Analysis, Comparison

Time Frame: 3 class sessions

Materials: Orange bowls, orange drink mix, cups, worksheet-Baseball Concessions, magazine article: "Baseball Park Food"

Procedures:

(1) The students listened to a guest speaker, Ken Power, who works in a sports store. He talked to them about the economics of sports equipment. Ken discussed the costs of baseball equipment. He told the students the costs of various wants and needs used by baseball and softball players. He told the students that the supply of equipment in his store was based on the demand in this particular area. He discussed the cost of equipment such as bats, catchers' gear, shin guards, chest protectors, face masks, bases, clothing, shoes, baseballs, softballs, gloves, batting gloves, and helmets. He told the students that there are many alternatives in baseball. The choices are based on such criteria as the wants and needs of each individual player. He told the students that technology had really changed the game of baseball. He said that producers are working on developing synthetic shoes and gloves for the future. He said that while running a business many opportunity costs must be considered. The business must decide if it is a risk to order certain goods and if people will buy these things. The business must consider the scarcity and demand of each product. He explained to the students that sports stores must specialize in certain products that will service their consumers.

(2) The students learned about supply and demand by running their own concession stand during the softball game. The whole school went outside to either watch or participate in the ballgame. There were about 660 people outside during the game. McDonald's furnished us with two orange bowls, orange drink mix, and paper cups. The students set up two concession stands. There was a large demand for drinks because it was a hot, sunny day. The students had to supply enough drink for all the thirsty people. Both orange bowls ran out at about the same time, and the students had to go inside and produce more orange drink. They learned that you must have enough supply on hand to meet the demand.

(3) The students learned about advertising in baseball. Several students brought in baseball consumer goods with team logos. The teacher displayed them on a bulletin board. Items included clothing, uniforms, caps, cards, equipment, and souvenirs. The teacher led a discussion about team logos and how they were used for advertising and promotion of team recognition and spirit.

(4) The students read "Baseball Park Food" from *Zillion Consumer Reports for Kids* and discussed the pricing of ballpark foods. They learned why the food prices are higher in a ballpark compared to purchasing the same products in a grocery store.

(5) The students worked on a worksheet called "Baseball Concessions." They were able to compare inflated prices of products from the years 1989 and 1992.

(6) The students produced advertisements for baseball foods. They created advertising for radio commercials or printed advertisements.

Salaries

Objectives: Students will
- learn that a player's salary is dependent upon his productivity and a team's revenues.
- recognize that advertising and promotional fees account for much of the money a team and player receive.

Economic Vocabulary: Contracts, salaries, owners, productivity, advertising, revenue, marketing, sell, sales, promotions, worth, contribution

Integrated Subjects: Current Events, Math, Language Arts

Skills: Reading, listening, discussing, analyzing, reading and making a bar graph, calculating percentages

Time Frame: 2–3 class sessions

Materials: Current newspaper and/or magazine articles about baseball salaries and advertising, worksheets—"Sports Page," "One of Baseball's Greats," and "Productivity of a Baseball Player"—for each student

Procedure:

(1) The teacher used current periodicals to initiate class discussions about professional baseball players' salaries. The teacher read an article from the newspaper of May 16, 1993, entitled "Players Think Owners Want to Slash Salaries" that stated, "It's almost certain the owners will face at least a 50 percent reduction in revenues from T.V." This led to a discussion of players' salaries being generally very high rising to an average of "more than $1.2 million next season." The students expressed their opinions about who should take a cut because of a decline in revenues—the players or the people who do the marketing. Discussion continued with an article from *Sports Illustrated*, May 17, 1993, "For Sale: The National Pastime." Students learned that "baseball will now be forced to depend on a share of network advertising revenue" to replace a guaranteed network contribution and will also "now be responsible for selling all the advertising time on its game broadcasts." Students discussed an article in *USA Weekend*, June 4–6, 1993, that stated "Baseball has no salary caps. And owners and players often disagree what players are worth. In those cases, arbitrators decide players' salaries." Students recognized that baseball "is stepping up national promotions of marketable stars" to compete with basketball players such as "the Bulls' Jordan who will earn something between $32 million and $50 million pitching sneakers, soft drinks, cereal, fast food, and underwear." Discussion continued with an article from *Sports Illustrated*, May 3, 1993, "Sign of the Times," that said players "switch teams routinely in search of better contracts" and are "perceived as being greedy and aloof" and that baseball fans are tired of the fact that "it seems like the owners and the players are in a fight every year about contracts."

(2) Knowing that a player's salary can be based upon his productivity, students learned to calculate batting averages on the worksheet "The Sports Page" and did other math problems with these statistics. On the worksheet "One of Baseball's Greats," students read and made a bar graph of Jackie Robinson's home run record and runs scored. With the worksheet "Productivity of a Baseball Player," students acted as owners and calculated batting averages and earned run averages and then used some given criteria to determine players' salaries.

CULMINATING ACTIVITIES

Student/Teacher Ballgame

Baseball seems to capture the imagination of both the young and the old. The students imagined a baseball game with their teachers. They issued a challenge to the teachers who gladly accepted.

The students assumed the responsibility of planning for and completing all preparations for the game. This allowed them to experience division of labor and to demonstrate this concept to the other students in our school as they watched the game. The sixth graders were able to offer several services to the teachers and students as they provided supervision of students, concessions, and good entertainment.

The game was a great success. Whether a participant or viewer, everyone enjoyed the game. The teachers did manage to win by a small margin! Students and teachers agreed that a baseball game should become a yearly event.

Product Market

This study introduced the students to many economic concepts. One of these concepts was money. The students learned that any economic system needs something to use as a method of fair trade for a good or service. Our economic system uses currency. The students earned "baseball bucks," which was their money. They had several alternatives to choose from for spending their money. One choice was a product market.

At the product market, students were able to become an entrepreneur, a consumer, or a producer of a service. Students sold food treats, flowers, baseball cards, and other consumer goods. Some offered services such as fortune telling and games.

During the product market, students were able to see that the supply of a good and the demand for a good control the price of that good. Prices were changed as the demand increased or decreased. Some students decided to use barter as an exchange for goods. Some entrepreneurs experienced disappointment as they realized their consumer good wasn't in demand, and they were not making a profit. Others experienced a shortage immediately. Several students brought similar items. Consequently, there was market competition. As an incentive to excel at the product market, a reward was offered to the student making the most profit. There was high motivation and excitement planning for and participating in the product market.

EVALUATION

"Economics in a Ballpark" was a successful economics unit. Posttest scores reflected a 20% average growth in economics knowledge. This growth is attributed to high interest subject matter and relevance to a sixth-grader's life. This project included many hands-on activities and discussions as opposed to a worksheet only study.

Students applied their knowledge in several ways. They wrote about their economics as it applies to baseball. They wrote songs using economic terms to the tune of "Take Me Out to the Ballgame." They completed a cause and effect worksheet which demonstrated their understanding of economic concepts.

Students were asked to evaluate the unit and did give enthusiastic evaluations. Parents also evaluated the study highly. They liked relevant learning for their children. Comments from students (such as, "This was the most fun we've had all year!" and "I want to collect baseball cards forever.") express that this study was successful for the students.

IS THAT REALLY TRUE? A BLUEPRINT FOR USING CREATIVE PROBLEM SOLVING TO PRODUCE INFORMED CONSUMERS

An Economics Unit for the Fifth Grade

Marilyn P. Jacobs, Susan Spaulding, and Suzanne Battista
Eisenhower Elementary School, Clearwater, Florida

RATIONALE

Arnold Packer of Johns Hopkins University directed the United States Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and issued a report, which has become the impetus for profound changes in American education. The SCANS report, released in 1991, indicated that new workers must be doers: they must use their skills to be creative, responsible problem solvers. Schools must stress high performance and recognize that all students can learn and become lifelong learners. Students must demonstrate new competencies as well as mastery of foundation skills so they will become successful adults. These competencies include (1) being able to locate, analyze and use information; (2) being able to communicate; (3) being able to use numeric information to solve problems; (4) being able to think creatively to generate new ideas; (5) being responsible and displaying self-esteem, sociability, self-management, integrity and honesty; (6) being able to allocate resources; (7) being literate in all forms of technology; (8) being able to work cooperatively with peers; (9) being able to

work toward goal attainment by showing sensitivity to diverse feelings and ideas; and (10) appreciating their own culture and the cultures of others. Educators must rethink how they work with students. They must become facilitators of knowledge, working alongside their pupils in real-life problem-solving situations so that their students become active learners who can "successfully compete at the highest levels nationally and internationally and [who] are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions."

Economics is the perfect core around which an entire curriculum can be built. The study of economics provides student-centered activities, enables every student to realize his or her own self-worth and intellectual potential, provides many opportunities for success, and allows students to see the interrelationships among the subjects that they are studying. Students understand why they are studying a particular subject. They learn how to work together toward the attainment of a particular goal. They learn how to communicate their ideas and feelings. Pupils also learn how to use creative problem-solving techniques to solve a variety of problems.

PROJECT DESCRIPTION

"Is That Really True?" is a hands-on, integrated economics curriculum designed to teach fifth-grade students to think, solve real-life problems, and become informed consumers. In addition to enabling them to set up a student-owned and operated business to manufacture, quality test, advertise, and sell products, and to apply economic concepts to contemporary issues, it enabled the students to learn about the reasons people advertise, the various techniques of propaganda, the media of advertising, and the consequences of false advertising.

This yearlong economics curriculum integrated the study of advertising with experiences in all of the subject areas and provided the students with opportunities for creative problem solving and evaluation in every aspect of their curriculum. While the students were studying the history and geography of the United States, they were learning economic and advertising concepts through research, interviewing guest speakers, analyzing letters from the 50 states, having hands-on experiences and using special teacher- and student-created computer programs. Using these concepts enabled the students to understand how early American civilization evolved into our free enterprise system, and how, even in early times, people had to advertise their goods and services in order to have customers.

In choosing products to manufacture, the students discussed fad products such as "pet rocks," "hula hoops" and "trolls," brainstormed about similar products, then decided to produce "Wooden Wolls," "Denim Drolls," and "Pencil Prolls," and also determined that they would raise money for raw materials by selling stock in their company. The pupils then used the advertising techniques that they had learned to advertise their products by producing a videotape, making morning announcements via the school intercom, and making signs. They kept track of the sales that each particular mode of advertising generated. They tried to determine, from their sales figures, which modes of advertising were most effective for advertising their products.

Thus, economics, in general, and advertising, in particular, came alive for the students. They were able to participate in a variety of meaningful experiences and were able to feel the successes of jobs well done. They learned how to analyze advertisements, determine the audiences to which these advertisements are aimed, and decide if the advertisements are true.

The Students

Ninety fifth-grade students, ranging in age from 10 to 12, and 19 fourth graders, ranging in age from 8 to 10, participated in this project. The students had varied abilities and interests. Seven of these students were identified as learning disabled; 6 were mainstreamed physically impaired; 32 were identified as gifted; 11 were identified as "at-risk" students; and 8 were students in the ESOL program.

The Timeline

Two-and-one-half hours per week were specifically set aside for student involvement in this project which began in September 1992 and ended in April 1993. In addition, the study of economics was integrated into all subject areas. The various topics were mentioned and reinforced throughout the school year.

SEPTEMBER: The fourth and fifth graders met as a whole group and decided that they wanted to participate in an economics project. They wanted to create their own business and discussed the purpose of their business. They brainstormed and then voted on a name for their business; "NRT, Incorporated" ("Not Really Trolls, Incorporated"). A pretest was given to assess the students' knowledge of economics and advertising concepts. The students also began to analyze and discuss current events and how economics influences daily occurrences.

OCTOBER: The fourth and fifth graders decided what specific products they would manufacture and what raw materials they would need to manufacture these products. They decided to sell stock to raise money for the raw materials. A financial planner visited with the students and told them about stocks and the stock market. The students began to research and use the economics concepts.

NOVEMBER: The raw materials were purchased and the students began to manufacture their products. The students began the "Stock Market Math" game. The students brainstormed about why people advertise. They also began to research the history of advertising. The students met with an advertising executive, learned many of the principles involved in producing advertisements, and then created advertisements to illustrate their study of advertising. They also began to create computer programs so that they could teach others about advertising. They analyzed letters from the 50 states, which contained information about state laws that regulate advertising.

DECEMBER: The situations continued to manufacture and quality test their products. They researched and discussed where people advertise and the techniques of propaganda. The pupils continued to create advertisements to illustrate their study of advertising.

JANUARY: The students continued to create advertisements to illustrate what they were learning about advertising. They met with an NFL football player who explained why athletes endorse some products and do

not endorse others. They met with local business people who explained what kinds of advertising they used in their businesses. The students began to advertise their products over the school intercom during morning announcements and kept track of their sales. They also began to use the computer telecommunications service, "Prodigy," as a source of current stock market news and as a source of current events. The pupils looked through state laws for the concepts that they were studying. They discussed the necessity for "kids knowing real-life vocabulary" so that they could become informed citizens.

FEBRUARY: The students continued to analyze the state laws. They continued to analyze their sales in terms of the types of advertising that they were using. They created and hung posters to visually advertise their products. Then they created a script for and produced a videotape which illustrated all of the techniques of propaganda that they had learned about. In addition, the students analyzed newspaper, magazine, radio, and television advertisements in terms of the techniques of propaganda used and the types of audiences that these advertisements were created for. The pupils met with representatives from the Division of Consumer Affairs and discussed laws that regulate advertising and consumer fraud. They took posttests to assess their knowledge of the economics and advertising concepts.

MARCH–APRIL: All aspects of the project continued. The profits from the sale of products were used to buy materials for the fifth-grade classroom and for a party for the stockholders.

EVALUATION

(1) *Pretesting:* The students were told that they would be expected to know the economic and advertising concepts. The teachers wanted to determine just what the students already knew and what concepts would need more emphasis. The students were told that the questions were being asked to help the teachers evaluate what they already knew and then were asked to define the concepts and give an example of an application of each concept. Students who had difficulty reading or writing were taken aside and asked, orally, to explain the concepts and cite examples of each. The results of the testing are as follows:

below 70%	21 students	19%
70–79%	54 students	49%
80–89%	23 students	21%
90–100%	2 students	1%

(2) *Posttesting:* The posttesting followed many months of the students using the concepts in their daily activities. They were not required to memorize the concepts. Instead, they learned them in meaningful situations. There were many lively discussions about the reasons for learning and using real-life vocabulary. The posttests were given in writing and orally when necessary. The results of the testing are as follows:

below 70%	6 students	5%
70–79%	11 students	10%
80–89%	38 students	35%
90–100%	54 students	50%

Recognizing the premise that every student can learn, we realized that the students who scored below 70 or 80 percent are not to be looked upon as failures. They will still be using the concepts in their daily activities and will have other opportunities to demonstrate their mastery of the concepts.

(3) All 109 students, working in cooperative learning groups, participated in the computer program *Economics, the Game of Skill*. The game was designed to have students define economic concepts in game form. Once they successfully completed the game, the students received *Economic Master* certificates. All students completed the game successfully.

(4) Students' performance was assessed by their products and by their contributions to the goal attainment of their cooperative learning groups. The students rated, on checklists, their feelings and involvement in all aspects of the project.

(5) The students' products and involvement in all aspects of the projects were observed and appraised by their teachers. The teachers noted that most of the students who were not motivated by other subjects "came alive" when they were participating in the economic projects. Students were eager to work cooperatively, share roles, and successfully complete each aspect of the project. The students worked very hard. At each meeting, everyone had his or her role. No one was left out. Everyone felt pride in the finished products. The teachers felt a sense of accomplishment when watching the students.

(6) The students' products and involvement in the project were evaluated by their parents. The parents were very pleased that the students were solving real-life problems. The parents wrote about their at-home discussions with their children about the student business and about the economic significance of the current events. Relatives and community members volunteered to help in all aspects of the project. They wanted to get involved because they realized that the students were doing things that were very meaningful to them and that would prepare them to be the future citizens of our country.

(7) Our Teachers' Manual was produced.

CONCLUSIONS

Our active study of economics, with multimedia resources and hands-on experiences for the students kept them excited about every aspect of their curriculum. They felt success and enjoyed coming to school. They valued each others' ideas and contributions. The students and teachers shared a partnership in learning. The students were able to see how their subjects were related and found the study of economics to be especially exciting because it was part of their total curriculum, providing them with opportunities to acquire knowledge beyond that found in books. The guest speakers that they interviewed found them to be very interested and very knowledgeable. Their interaction with the computer and the "Prodigy" service brought

up-to-the-minute current events and stock market information into their classroom and created great excitement about what they were studying. The students were able to use the economic concepts in their daily lives and were able to interest other students, not directly involved in the project, with their studies. Their parents, relatives, and family friends became active participants in helping the students learn. Many of the parents who own businesses or were involved in the stock market volunteered to tell the students about real-life applications of what they were studying. Our students were excited because they realized that they were solving meaningful problems. They also realized that if their decisions were incorrect, they could alter the success of their business. They enjoyed making profits. They enjoyed sharing their ideas with others. They enjoyed speaking to younger students and suggesting how these students could plan and implement future economics projects.

Our students will continue to use economics term in their everyday lives long after this project is finished because they realize the necessity for understanding and communicating these terms. They will also continue to use the newspapers to find out how "their" stocks are doing and look for information about how the economies of the nations of the world are interrelated and change daily. Our students are eager to accept challenges because they have learned that if they persevere, they will solve the problems that face them. They have learned how to work together, sharing ideas, feelings, successes, and failures. Our economics project has been very successful for all of us!

GOOD IDEAS IN BRIEF: INTERMEDIATE LEVEL

JAN R. HONEYCUTT and SHANNON PAPPAS, *Carnall Elementary School, Fort Smith, Arkansas,* developed "Noting Economics" for emotionally disturbed students in a classroom where the grade levels were four through six. The unit began with an analysis of the 1992 presidential campaign. During the campaign, the economy became a major political issue. Terms such as recession, unemployment, and deficit were predicted to be hazardous to our children's future. A problem exists with that statement. Children are living today and the economy affects them now. What is foremost in the mind of a child, most often, is to understand the present. Therefore, news headlines were brought to the classroom so that special education students could "Follow Economic Roads to the White House." Economic terms were made into a copyrighted song entitled "Budget Woes." Special education students became entrepreneurs by inviting all third- through sixth-grade students, 84 in all, to learn the song and record it in the special education classroom. The entrepreneurs found financing through the PTA, formed their own production company, and marketed the tapes. Thus the students correlated behavioral goals to economic goals through the production, assembly and distribution of the product—their musical economic cassettes. The students decided to send 10% of the gross in sales to the U.S. Treasury to help reduce the deficit. Fifty percent of the profit was given to the student council to help purchase a marquee for the school lawn. Forty percent of the profit was used to establish an economic store in the special education

classroom so that special education students could "Earn the Value of Economics." The awareness gap among local elementary students, their parents, the media, and national political officials was bridged by using and noting the harmony of economics.

BEVERLY FOSTER, a fifth-grade teacher at *Robinson Elementary School, Little Rock, Arkansas,* sought to help her students not only connect their choices with consequences, but to help them develop the ability to make wise decisions. This goal was achieved through the economics study, "Telescoping Into 2000." "Telescoping Into 2000" was a yearlong project that involved 23 youngsters of varying abilities who made up Ms. Foster's fifth-grade class. Their study in economics involved a six-part plan of study. Included in the study was the development of economic terms and instruction and practice in the five-step decision-making model. Field trips, guest speakers, interviews, and current events and future trends of careers were sources of information needed for career reports. Students shared their newfound knowledge of economics and decision making as they wrote and presented a play about a student who learns the importance of consequences and decisions. Students also passed on their knowledge to younger students via economic lessons. Ms. Foster's fifth graders wrote and published "Economic Tales," stories with an economic moral, that served as starters for their lessons for younger grades. To afford the lesson materials and activities students formed Foster Enterprise, which produced Designer Dividers, privacy workstands. Students were involved in all aspects of marketing, advertising, production, and distribution of this profitable business. Monies from the business provided for materials and supplies for lessons, computer software for the classroom, and an appreciation/celebration luncheon for supporters of the project. "Telescoping Into 2000" manifested itself in all areas of the curriculum. Math skills were reinforced as students worked with production cost, projection, and profit. Social Studies and current events were an integral aspect of the students' career reports. Reading and writing provided the vehicle for reports, a play, folk tales, business advertisements, and order forms. The use of the computer was extremely important since much of the project was generated by students on computers. The ability to make wise decisions was evident throughout the project as students were challenged with problems that required the use of the decision-making grid. Students learned from their classroom experiences that decisions based on understanding and logical reasoning led to wiser choices.

CATHY J. CROUCH and MARTHA A. ROBINSON, *T. G. Smith Elementary School, Springdale, Arkansas,* collaborated to develop "Note-able Economics." The music teacher and the gifted and talented teacher worked for eight weeks with 100 fifth- and sixth-grade students in the Select Chorus and the Gifted and Talented (G.A.T.E.) classes. The students produced a dinner theatre as a vehicle to learn about and teach economics of the fine arts. They called the unit "Note-able Economics" because they taught the economic terms as they appear as "notes" on the musical staff. "C-D-E-F-G-A-B-C-D-E-F" stood for Cost, Division of Labor, Economics, Finance, Goods, Assembly Line, Budget, Consumer, Demand, Entrepreneur, and Factors of Production! Using Bloom's Taxonomy skills, students were introduced to each term and then received firsthand experience as they

learned from guest speakers, mentors, games, and field trips. The instructors worked with two regional Art Centers—the Walton Arts Center in Fayetteville and the Arts Center of the Ozarks in Springdale, which was currently undergoing a fund drive for new construction. They used resource specialists from the Arts Center of the Ozarks as they modeled the dinner theatre production after theirs. Several other community members also assisted as specialists. The teachers created a "Note-able Economics" Workbook in which the students documented their progress as they studied the dinner theatre business. The following aspects of the Dinner Theatre were completely produced by the students: market survey, income and expenses reports, entertainment services, comparison shopping, food planning and preparation using assembly line, ticket sales, advertising, menu and program production and design, setup, decorations, an economics display, and the serving of the food. To encourage creativity, they held an "Economic Song Contest," where the winning songs were performed at the Dinner Theatre. The winners received real cash prizes! Comment sheets were filled out by the consumers as they evaluated student services for the evening and student knowledge of economics. In order to fully understand all the economics involved in a "Show Business" production, students were involved in decision making in several ways. They voted to donate a chair to the new Arts Center of the Ozarks theatre with the first $100 of profit. They decided on certain foods and decoration items by keeping their budget in mind. The students made a *profit* of $1,470! Decision making was used to purchase goods which could be shared by the Music and G.A.T.E. departments. The students designed their own "Music Money" which was paid as wages for the workers, who kept track of their various jobs during the weeks of production. Students then "spent" their money at a special "Cast Party," purchasing goods they chose as their wants and needs!

THELMA M. BEST, *Southwest Middle School, Lakeland, Florida*, created "A Dose of Reality: The Economics of AIDS." The project was a thematic economic module offering practical strategies and classroom-tested ideas for organizing and implementing a successful peer teaching program that presented HIV/AIDS awareness as it examined the complexities that economic dilemmas create for individuals, families, schools, businesses, and government. Students of all ages benefited from the project as they learned to work together with minimal supervision, shared ideas, improved communications skills, and developed the factual background in economics necessary for using strong critical thinking skills as the tools of analysis and decision making. The task focus question, "What is the real-world connection between HIV/AIDS, economics and teens?", introduced the concept that throughout life one must face situations that have economic repercussions. There is no choice—being born, living, and dying all involve economics. Everyone must make economic decisions—even teens. The direct teaching focus question, "What are the social, emotional, and economic impacts of the HIV/AIDS epidemic to individuals, families, schools, businesses, and government?", revealed the concept that because individuals are members of groups (e.g., families, peers, schools, firms, governments, etc.), they face the difficult process of group or social decision making. Conflicting goals and values complicate the process. Students learned that cost/benefit analysis and a reasoned approach to decision-making facili-

tates rational choice from available alternatives and that good decision making requires an open mind. As the students explored the economic impact of the HIV/AIDS epidemic, they learned to use economic tools of analysis in a variety of decision-making situations aimed at connecting America's highest "at-risk" group with the HIV/AIDS crisis. It was the intent of the project that "A Dose of Reality" would lead students to make rational choices and reasoned decisions based on individual use of economic tools.

MARK ALEXANDER ROBINSON, *Orlando County Public Schools, Orlando, Florida*, created "BIZ KID$," a free enterprise partnership designed to involve fifth-grade students in a real-life setting. A joint venture between Orlando Fashion Square and Orange County Public Schools, BIZ KID$ is an innovative program combining economics, social studies, and mathematics with practical business experience. Comprised of six specialty shops, BIZ KID$ offers first aid, office, home, snacks, personal care and beauty products. The store is open five days a week for approximately three-and-a-half hours a day. Future plans include expansion of the store's hours to evenings and weekends. Fifth-grade classes have the option of operating BIZ KID$ for a minimum of two days to a maximum of six days before the responsibilities are turned over to another class. Orlando Fashion Square provides the program with a fully designed and constructed store space forfeiting $60,000 in annual rent. In addition, the mall provides ongoing maintenance, security, and utilities. The initial inventory, cash terminals and display fixtures were also donated by Orlando Fashion Square for a financial commitment of $45,000. Other Orlando Fashion Square merchants are involved in the program as well. A major anchor tenant provided information on marketing and customer service techniques, and five restaurants located in the mall donate lunch to the children each day on a rotating basis. BIZ KID$ is available to all Orange County Public School fifth-grade classes. Interested classes apply through the school district. Those selected must complete a specially integrated curriculum which prepares the students for the experience. Components of the curriculum include: reviewing mock classified ads for job positions, completing a job application, preparing for a job interview, training in customer service and professionalism, technological training on cash terminals and instruction in basic economic terms such as customer, profits, and supply and demand. Preparation also covers naming each store, producing advertising materials, and learning techniques for the delivery service that is offered to the 150 stores located in Orlando Fashion Square. As part of the preparation, the children apply, interview, and are hired for positions found in almost any retail establishment. Sales associate, greeter, warehouse associate, security associate, advertising and customer relations specialist, bagger and sales support are the positions available to BIZ KID$ students. As part of their initial training, the students are instructed in customer service techniques, operating a cash terminal and basic economic terms. The children are taught that before they can make a profit they must first pay basic expenses such as inventory, rent, sales tax, and advertising. BIZ KID$ opened its doors on January 9, 1993, after nearly a year of preparation and its success is already evident. Currently there are no other programs available that are similar to BIZ KID$. The same long-term benefits would not be derived from a simulated program nor could they be duplicated in a classroom.

JULIE VAN LIEW, *Susan Roll Leach School #68, Indianapolis, Indiana,* developed and implemented "The Economics of the Rainforest" with her fifth-grade class. This unit integrated the district's science curriculum with economics. As students studied the Amazon rainforest, they examined its plant and animal species and their certain destruction if changes do not take place. In the lessons, students began to use higher order thinking skills as they made connections to the economic reasons behind rainforest depletion. In combination with Mathematics, Language, and Geography lessons and activities, students began to realize economics is not simply a school subject, but a way of thinking and acting on decisions throughout any life situation. The goals of the unit were to (1) provide individuals with the skills and knowledge needed to make economic decisions, (2) help students consider the short-term and long-term effects of their decisions, (3) help students consider the opportunity costs of those decisions, (4) assist them in developing the skills needed to make wise choices that affect their lives and others, (5) provide them with a basic understanding of economic concepts, and (6) guide students to become responsible citizens and consumers. Students viewed videos of the rainforest, researched world rainforest areas and learned rainforest vocabulary. Then they wrote letters to world organizations asking for forest information. Many students received posters, brochures and updated forest facts. Students examined newspaper articles about a local company, Eli Lilly, and its involvement with rainforest plants and indigenous people to develop new medicine. A scavenger hunt through students' homes in search of goods made of rainforest resources was very popular. Other activities included making mini-rainforests, developing a game, researching rubber production and operating a small business similar to Brazil's marketplace. As a culminating activity, the class produced, marketed, and sold a "Tropical Trail Mix." Students charted revenues and calculated profits. Many research projects were conducted to involve students in accessing information. Students increased in economic knowledge and also in their appreciation for the natural resources of the world. This unit empowered students as consumers, decision makers, and scientists. They began to realize how they can "make a difference" when it comes to economic and environmental problems.

NEIL T. TWOMEY, *Auburndale Elementary School, Louisville, Kentucky,* developed "It Used To Be a Jungle Out There," an economics unit about tropical rainforests for intermediate grades. It tied important environment issues to create a real-life application and understanding of economics. Prior to teaching this unit, students were introduced to economic concepts through the "Econ & Me" economics program. This provided an introduction to economics and supplied the students with the basic information needed to explore these concepts in more detail during the tropical rainforest unit. Lessons in this unit were developed to give students a better understanding of economic concepts by emphasizing their presence and function in various aspects concerning the tropical rainforest. A major emphasis was placed on the value of and destruction of the rainforest as these are the important contemporary issues surrounding the tropical rainforest. Additionally, these areas lend themselves well to the study of economics. The teaching of economic concepts in this unit was achieved through the use of varied lessons and teaching methods. Field trips and

more time-intensive projects were incorporated into this unit to enhance the daily lessons, build the students' knowledge base, allow application of their learning, and increase the students' interest. The lessons, activities, and projects incorporated in this unit presented economic concepts integrated into all subject areas: language arts, math, science, and social studies. The entire unit covered topics such as location, climate, plant life, animal life and indigenous peoples. The economic unit was developed to be taught independently of or in conjunction with a more extensive rainforest unit. "It Used To Be A Jungle Out There" was developed to be taught in a four-week time span, but may vary depending on the instructor's use of the field trips and projects included. Project work can overlap with daily lessons.

WINNIFRED G. BOLINSKY, a fifth-grade teacher in the *Fogelsville Elementary School, Allentown, Pennsylvania*, created a two-week, year-end economic awareness unit entitled MONEY (Meeting Our Needs Economically Year-round). Students worked cooperatively in pairs and/or small groups to explore basic economic concepts from bartering to budgeting. Opportunity costs associated with the decision-making process were emphasized throughout the unit. Activities were designed to present economic concepts in a manner that would be relevant to students. After participating in a progressively complex bartering simulation with their classmates, students learned about the history of bartering. This process provided student-developed recognition of the need for a medium of exchange. Students designed their own mediums of exchange and then evaluated their designs in terms of durability, portability, scarcity, value identification, and acceptance. With this foundation, they explored the history of the development of money. Students explored opportunity costs through uses of resources that precluded other utilizations. After exploring whole/part relationships to infer raw material usage, brainstorming methods of generating income, and examining the differences between goods and services, students formed companies to produce goods or services. Student entrepreneurs estimated costs and set selling prices that would produce profits. Persuasive advertisements were created and evaluated in terms of the information communicated. Consumer simulations allowed students to identify consumption as the purchase of goods and services. The simulations were geared to highlight the differences between wants and needs. Students evaluated "piggy banking" vs. formal banking and recognized the opportunity cost of forgone interest. Budgeting concepts were explored through playing "Budget Basketball." Students concluded that leaving monetary matters to chance was much less effective than planning. After developing a working knowledge of the targeted economic concepts, students researched a topic of interest and presented their findings to the class. Projects included foreign economies (including Mexico and Canada), the history of money, credit cards and checks, and bartering. Students utilized visuals and creative costuming to enhance their presentations.

CHAPTER THREE

JUNIOR HIGH SCHOOL LEVEL: GRADES 7–9[1]

HOLA, MÈXICO. WELCOME TO ARKANSAS, LAND OF OPPORTUNITY

An Economics Unit for the Eighth Grade

Judith A. Fortner
Elmwood Junior High School, Rogers, Arkansas

INTRODUCTION

As I entered Ricardo's name in my grade book, Nick asked, "Mrs. Fortner, why do we have so many Mexican kids moving to Rogers, and most of them can't even speak English?" With one simple, curious question, 115 American History and Arkansas Studies students embarked upon an economic and cultural journey to discover the reasons that brought many Hispanic families to Arkansas, "The Land of Opportunity."

We began this unit of economic study by learning more about our neighbors to the south through researching topics of culture, geography, politics, demographics, and the economy of Mexico. Personal interviews with the students from Mexico, special speakers from the business world, and an introduction to basic economic terms gave us answers in the form of scarcity of good jobs, choices to be made, opportunity cost, values, alternatives, incentives and disincentives. The study became more personalized as the students learned how they as consumers were important to the economy in the choices they made daily and were able to relate the economic problems the Mexican students had encountered to their own lives.

To make the unit more meaningful, the students decided to organize a Fiesta and Open-air Market combined with the All-American Flea Market to raise funds for the new city Public Library, buy Spanish books for the school library, and share what they were learning with the rest of the student body as well as the faculty and community. Most important, this project gave a usually silent minority the opportunity to become the heart and voice of a wonderful learning experience.

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[1] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

RATIONALE

After the MPT (state mandated Minimum Performance Test) had been completed and I had met the requirements for teaching all the American History and Arkansas Studies basic skills to my five classes of eighth-grade students, I was just as ready to do something different as my students were when Nick asked his question concerning the number of Hispanic families moving to Northwest Arkansas. The question was like flipping the switch to turn on the lights. Why not turn this into an economic unit and learn more about the reasons bringing so many Mexican families to Northwest Arkansas as well as the economic relations between Arkansas and Mexico, then tie this information into how the students as consumers played a vital role in the economy with their wants and needs, and the choices they would make? This just might be the inspiration needed to improve the relationship between the English speaking and non-English speaking students while giving the ESL students a more meaningful educational experience. They could teach the English-speaking students about their life in Mexico!

Since we were going into Spring Break, I told the class that when we returned we were going to investigate the reasons the Hispanic students had for moving to Rogers, Arkansas. What incentives could the Mexican families have for leaving their homes in Mexico, and what opportunities could Arkansas offer when they would be leaving so much behind?

This project expanded as the Elmwood student body became more personally acquainted with our Hispanic students and their culture. We were able to explore the Arkansas and Mexico trade relations and all students became active participants in an economic endeavor to raise funds to be donated to the new Rogers Public Library and to buy books written in Spanish for the Hispanic students, which our school library so badly needed. More important, we gained an insight of what it was really like to enter into an alien society where the language and culture were different.

OBJECTIVES

1. To investigate the reasons so many Hispanic families have been moving to Northwest Arkansas from Mexico and to understand the economic opportunities the area offers as incentives to leaving their homes in Mexico.
2. To gain an understanding of the Mexican economy and culture.
3. To learn more about Arkansas/Mexican trade relations and how NAFTA will affect these relations.
4. To learn basic economic vocabulary terms that the students can apply to their everyday lives and to understand that they, as consumers, play a vital role in economic society.
5. To participate in an economic and cultural project that will improve relations between the American and Hispanic students and to give each a better understanding of the other's culture.

6. To stimulate an active participation by the Hispanic students in the classroom environment and to give them a sense of belonging with their important contribution in this economic study.
7. To encourage the appreciation of the unlimited wealth of freedoms, opportunities, and choices the students have in the United States in our economic society in contrast to that of an economically poorer country.

PROCEDURES

A. Pretest: Choices and Changes
What do we know about Mexico? (discussion)

B. Initial Background Research
   1. Classes were divided into five groups to research specific topics concerning Mexico: Economy, Geography, Demographics, Culture, and Politics.
   2. Letters were written to Congressmen, businesses, state and federal departments, and Mexico to request information that would help us in learning about trade relations with Mexico.
   3. Oral Presentations were given in each class in the form of skits and reports with posters.
   4. Audiovisual educational programs about Mexico's culture and economy were viewed.
   5. Special speakers, Mrs. Shelia Bayles, Spanish instructor, and Hispanic students from seventh, eighth, and ninth grades gave personal interviews about their lives in Mexico.

C. Development of Economic Unit: Economic terms were introduced based on Developing the Choice Making and Productivity Skills of each student by using activity worksheets, discussion, cooperative learning groups, special speakers, quizzes, tests, story writing and illustrative skills.

1. Scarcity
2. Wants and Needs
3. Choice
4. Alternatives
5. Values
6. Opportunity Cost
7. Benefit/Cost Analysis
8. Incentive
9. Disincentive
10. Production
11. Productivity
12. Specialization
13. Division of Labor
14. Human Capital
15. Capital Goods
16. Labor Force
17. Economy
18. Consumer
19. Goods
20. Services
21. Market Economy
22. Barter
23. Consequence
24. Goal
25. Problem
26. Price
27. Worker
28. Knowledge
29. Skill
30. Exchange
31. Market
32. Supply
33. Demand
34. International Trade
35. Exports
36. Imports
37. Comparative Advantage

D. Special Resource Guest Speakers
   1. Mrs. Judy Johnson: Laredo, Texas
   2. Mr. Dave Bisbee: Representative to Arkansas Legislature
   3. Mr. David Guerney: Wal-Mart, International Marketing

4. Mrs. Connie Jo Miller: Tyson's Marketing
5. Mr. Samir Sadani: Hudson Foods: Marketing
6. Ms. Marilyn Wilkerson: First National Bank
7. Mr. Doyce Hill: Social Security Employment Division

E. Culminating Activity: "Fiesta Day"

F. One Step Further
   1. Banking Skills
   2. Social Security Employment Division

G. Resources

H. Evaluation

I. Conclusion

CONTENT AND PROCEDURES

I. Preparation

A. Before I began the unit, I wrote a letter to my Principal outlining the goals and objectives of the project and requesting permission to organize the "Fiesta Day" which would be a fund-raising project including the entire faculty, student body, and community. I also informed the other social studies teachers of my intent to stray from the usual "end of the year" of study.

In a special campaign implemented by the Rogers Public Library, each school was asked to donate $1,000. Every school librarian was to head the drive in each school. This request came as the fourth quarter began, and our librarian was "beside herself" trying to think of ways to raise these funds before the end of school. I suggested that my classes take the responsibility and we would try our "hand" at being *entrepreneurs*. This would be a great experience for the students as well as for me. Although I can tell you about this wonderful experience, I don't know how to express the exhilaration that goes through me each time I think back on this project. My "kids" became like a family. They developed a closeness that I had never observed, and the Hispanic students really became a part of the student body.

B. The unit took one nine-week quarter and involved 115 American History and Arkansas Studies students of all levels of learning from the average student, the learning disabled, to the gifted and talented. All of the students were Caucasian except for four Hispanic students, of which only one could speak fluent English. This project would eventually include all of the Hispanic students at the junior high.

C. Since the topic of discussion was "Why are so many Mexican families moving to Rogers, and they can't even speak English?" and it was a decision-making process, I chose the Joint Council of Economic Education's Choices and Changes curriculum, Choice Making, Productivity, and Planning. The main themes of this course of

instruction were decision making, participation in the economy, and human capital. This material was modified to fit the needs of the students. Just as the Mexican families made a decision to leave their homes in Mexico, many of my students were already making educational and economic choices that would affect their futures. Several of my students were considered "at risk," so I believed this unit of study would greatly benefit them by showing them that making good choices about staying in school would widen their range of opportunities in the world of economy when they graduated from high school. Also, average students might enhance their opportunities to become more productive workers by realizing that they were in control of the decisions they were making as early as the eighth-grade year.

II. Approach

A. To begin the unit I administered the Choices and Changes III Test of 20 multiple-choice questions. Students were informed that this test would not be taken as a grade; they were not told that they would be taking it at the end of the project.

The students were required to keep a folder/journal of the information on Mexico and the economic terms learned during this unit. They were to keep all graded assignments, quizzes, and notes in date order.

B. I asked the students to write down everything they knew about Mexico and its people. The main answers were that the people spoke Spanish and their money was the peso. They knew relatively little about the land, politics, and culture. So, before we could begin talking about the economic relations between Arkansas and Mexico, I believed it was important to learn more about the homeland of our Hispanic students.

C. After two weeks (8 days) of research, group presentations, audio-visual educational programs, personal interviews with the Hispanic students, and a special guest speaker, I felt we were ready to tackle the world of economics. Each class was divided into five groups. They chose their groups and a topic for research: Mexico's economy, politics, demographics, culture, and geography. Posters were to be made, a letter was to be written to a congressman, businesses, state or federal department, and a presentation was to be prepared to be shared with the class. Each one was to have a part in the group presentation. Most students will groan when they hear "oral reports" so I give them the option to come up with a creative way to present the information. We had skits, interviews, TV newscast formats, and game shows. As each group presentation was made, the rest of the students were to write down five things they learned from the presentation.

During this preparatory time, we watched filmstrips about Mexico's people, land, problems and challenges. The students took notes on the filmstrips and kept the information in their folder/journals.

Mrs. Shelia Bayles, our Spanish teacher, eagerly agreed to come to our classroom and talk to us about Mexico's culture and

give a slide presentation. She goes to Saltio, Mexico, each summer, taking three to four of her students to learn more of the Spanish language and experience the culture firsthand. She lent us a video, "Colorful Mexico," to preview before her visit. After viewing this video, the students really became interested in organizing a fiesta and open-air market.

After her slide presentation, she conversed in Spanish with the Hispanic students for a few minutes. The students looked at me and asked, "What are they saying?" I could only shrug my shoulders and answer, "I don't know." Mrs. Bayles pointed out that this is how the non-English speaking students feel when they move to the United States knowing no English and come into a totally different environment. This led to the students requesting that our Hispanic students form a panel and participate in a question-and-answer session with Mrs. Bayles acting as the interpreter since the Hispanic students would be speaking in Spanish. The Hispanic students eagerly agreed.

The main question asked during each class was: "Why did you move to the U.S.?" The majority of the Hispanic students had lived in rural areas and on farms. There was little rainfall in the area and their crops did not do well. Many families worked *ejidos* (communal farms). One student said they had worked all season then did not harvest enough to buy shoes for the family. Another student who had lived in the city said there were no jobs. Since the government only pays for schooling through the sixth grade, and high school must be paid for by the individual, many could not afford to go on to the secondary schools. Pedro said, "You should appreciate your education because we did not have that choice because we couldn't afford this opportunity in Mexico." This was a very thought-provoking statement; I watched the startled expressions on the students' faces and heard one express that he sure wouldn't want to live in Mexico.

Judy Johnson from Laredo, Texas, and an aunt of one of my students, Chris, was visiting his family and agreed to come and talk with the classes about the economic activity and culture of this border town. This was really interesting because she brought out the importance of Wal-Mart to the people of Laredo, Mexico-Texas. Of course, Northwest Arkansas is the home-base for Wal-Mart and very important to our economy in this section of the state. She also pointed out that the economy of Laredo, Texas, was dependent upon the business from Mexico. Many people from Mexico come across the border to shop because the quality of Mexican goods are not as good as the American-made goods. She brought out that most Mexican people work for very low wages and even though the new Mexican President, Salinas, is working very hard to reform the government and help the economy, there is still a lot of corruption.

D. For five weeks we studied the economic terminology, discussed how the choices students made affected their lives, and how we could change attitudes to make better decisions. We then planned and organized the fiesta and open-air market and put into action all

the terms they had been learning. The students wanted to set up a Mexican open-air market combined with the traditional American flea market where they could sell the goods they had produced. Still, others decided they would rather provide services with carnival games and activities for fun.

The supply of goods came in the form of donations from students, faculty and parents and an amount of $60.00 was spent to purchase additional wants and needs necessary for the project. Each student was allowed to make a decision as to whether he wanted to produce a good or provide a service. They realized there were opportunity costs to their decisions and incentives and disincentives to their choices. Since time was limited, they could choose only one kind of craft item to make and be as productive as possible. They could work at a table with friends, or they could choose to plan an activity for the fiesta and work with others who wanted to help in the game booth.

The arts and crafts they chose to produce were beaded necklaces, bracelets, and earrings; leather and bead keychains and cross necklaces, and *piñatas* to be filled with candy and trinkets. Time was scarce. Choices were made, and production began.

Some ninth-grade students who were taking Spanish volunteered to come in during their study hall to demonstrate making the *piñatas*. They had acquired this skill in the Spanish class. Their human capital was very valuable to us. Since making the *piñatas* would take quite a bit of time, I watched as a division of labor developed. After each student had glued the paper on a balloon, several students working together cut various colors of one-inch crepe paper and put them in stacks; another twisted the preferred color of crepe paper on the end of a pencil; then another put glue on the end of the paper and glued it to the *piñata*. Thus they formed an assembly line, increasing productivity.

The students who chose to make the leather crafts had a high rate of productivity since it took less time and skill in using the larger beads to make the key chains and leather and bead cross necklaces.

In each of the five classes, several of the students grouped together to offer services at the fiesta. There were face painting booths, the very popular tattoo booth, ring toss, dunk tank, the Velcro dart throw, sponge throw, basketball hoop shoot, jail, *piñata* bash, and cookie walk. The Hispanic students used Spanish music to demonstrate their favorite dances and give individual lessons to other students. This event drew a large crowd, especially when several of our faculty became involved. This part was highlighted on the local television news that night.

During the course of this project several guest speakers visited our classroom. Arkansas Representative to the State Legislature, Dave Bisbee, came and emphasized the importance of making good choices concerning their education and the important role they played in the economy. Mr. Bisbee strongly encouraged the students to take Spanish as a second language. He also brought up

the North American Trade Agreement between Mexico, Canada, and the United States. He explained his views on this trade policy and the importance to all three countries if it passed.

Other guest speakers visited during the weeks that followed: Mr. David Guerney from Wal-Mart, who dealt in international marketing; Mrs. Connie Jo Miller from Tyson who was also in marketing; and a very interesting guest from Hudson Foods, Mr. Samir Sadani, formerly from Lebanon, who was also in charge of marketing. All used audiovisual aids in telling us about the trade relations between their Arkansas businesses and Mexico. Once again all of them encouraged the students to learn Spanish as a second language.

A week before the fiesta and open-air market, decisions had to be made concerning the advertising at school and to the community, the reasonable pricing of the goods and services, designing an attractive display of the handmade arts and crafts, arrangement of booths, work schedules, obtaining additional adult supervision and help to sell tickets. Each grade would have one class period to come out and enjoy the festivities on the school parking lot. Teachers were asked to sell "get out of class" tickets to their class the day before the fiesta and would be required to come out with their classes to help with the supervision. In case of rain, an alternative would be to have the fiesta in the school's Student Commons. The teachers were just as eager as the students.

As I was discussing the plans with another teacher, and wondering aloud how I was going to find enough long tables to set up the arts and crafts booths, she said she could help. The church she attends was having a reunion and using the school cafeteria that weekend, and we could use the tables they had planned to set up in the cafeteria if I could find a way to get them to the school a day early. Mr. Bryant contacted the School Services, I filled out a work order, and the problem was solved. One down! I then went to the local appliance store and got a refrigerator box for the sponge throw. The group responsible for this activity decorated the box and brought sponges and buckets. The boys who chose the basketball shoot used their human capital and a Dad's capital goods to make a backboard and enclose the booth. This was very ingenious on their part. Even Court's Dad complimented their resourcefulness. The P.E. department provided rings, students brought various flavors of pop for prizes in the ring toss, and the local fire department allowed us to use their dunk tank.

We began advertising with several students making printouts on the computer to be posted in the school and at convenient locations in town. I stopped by the Donrey Cablevision service at the beginning of the week, and they began the advertising Monday night. The fiesta was in the school announcements for a week, and I called two local newspapers and two local television stations. One of each responded, and we received a write-up the day before and a picture and caption the day after in the Northwest Morning News. Channel 5 of the Fayetteville/Fort Smith area gave a highlight on the 6 o'clock and 10 o'clock news.

I contacted our PTO President and she acquired several PTO officers to sell tickets in shifts. I sent home letters to parents and received more than enough replies to alleviate the problem of booth supervision by adults. This was fun! In my twenty years of teaching I had never had to ask so much from so many people.

Finally, Mrs. Ann Dixon, Student Council sponsor, volunteered the student council to run a concession booth, and Mrs. Margaret Lockhart, Yearbook sponsor, asked if they could set up a booth to sell the black and white pictures used for making the yearbook. Each said the proceeds would be donated to the project, and Ms. Jane Baldridge, the Social Studies mentor, planned to tape the first ever economics project at our junior high in action for posterity.

E. As we finished going over all the plans and making sure that there were plenty of prizes for the games (which were the handmade craft items), the students set a goal: to make $1,000 which would be donated to the new Rogers Public Library.

III. Culminating Activity

A. My morning classes set up the tables in the designated area of the front parking lot. At noon all my students set up their booths with their arts and crafts or prepared their activity booths. We were ready for the fun to begin. And did it ever! We began with around 300 ninth-grade students, and the majority of them made a dash to the dunking booth where Mr. Cooper, the ninth-grade Civics teacher, had courageously volunteered to be the first target. The students were lined up to see Mr. Cooper hit the water!

As I checked the ticket booths with the PTO volunteers, I was greeted with comments of "This is fantastic," "I don't know when I've had so much fun," and "What a great idea." Parents were in position at the various booths to supervise, and everything seemed to be running smoothly.

As I visited the booths I observed that the students were exhibiting entrepreneur skills and knowledge. Consumers were lined up to buy the handmade goods, face-painting services, and to try their luck at the Velcro ball throw, ring toss, sponge throw, and hoop shoot. With Spanish music filling the air, I watched as students and faculty surrounded the area where Maria, Pedro, Ricardo, Hugo, and several other Hispanic students from the seventh and ninth grades gave instruction in the Mexican dances. How exciting to see the Hispanic students enjoying themselves and taking such an active part in the fiesta.

B. Monday!! Mrs. Hankins reported the total by 10 o'clock. We made over $1,500. By the next day, my students decided to reward themselves with a pizza party and to buy Spanish books to put in the school library for the Hispanic students with the excess.

C. With the "Fiesta Day" over, we discussed negative and positive aspects of our entrepreneur experience. Most reported that students commented with positive statements of "This is fun," "I wish I had brought more money," "How can I get into Mrs. Fortner's class,"

"I wish we could stay out all afternoon." The main negative comments were that all the good stuff had been picked over by the time the last class got to go out and that there wasn't enough time to do everything. Several students said they learned how to bargain and make deals to get the consumers to buy their goods.

EVALUATION

A comparison of the pretest and posttest scores showed significant improvement. The lowest score on the pretest was a 5 made by a resource student and an "at risk" student. Of the students taking the test, only two scored 20 of 20. In the posttest, the lowest score was an 11 with 32 scoring 20 of 20. Dora, a resource student, was so excited with her score, an improvement from 5 to 12. A tremendous improved performance by the learning-disabled students was the most gratifying.

The students were graded on a variety of activities, quizzes, worksheets, crossword puzzles, story writing, and drawing illustrations to display their knowledge and comprehension of the economic terms presented. The final test at the end of the nine weeks covering all economic terms gave the principal evidence of the success of this economic study. Not one student failed the final.

Cooperative learning was used as students were assigned family groups to simulate the decision-making processes that might occur when confronting problems within the family unit. This had very interesting results as most of the "families" chose to pay bills first then purchase entertainment items or take vacations second.

An evaluation of the fiesta by the students proved to be informative as they shared their experiences of dealing with the problems that confronted them and how they handled these situations. I enjoyed reading what they had learned from their participation in the project and how this experience will be helpful to them as a worker and consumer in the future.

Special speakers were used to inform the students how their business conducted trade activities with Mexico. After each speaker, students were required to write in their folder/journal what they had learned about economic relations with Mexico. We had to schedule speakers when they were available and the time was convenient for them to visit our classroom.

It was not only humorous at times but very satisfying to listen to the students successfully using the economic terms in their conversations. I believe the major success story comes from the students who reported that students from other classes asked why they couldn't do fun projects too. Some students took the initiative to visit businesses and do interviews: one visited Tysons in Springdale with her sister, who was applying for a job, met Connie Miller (one of our special speakers), and was given a tour of the plant; still others visited businesses in Rogers and requested donations to be used in the fiesta.

LET'S MAKE A DEAL

A Ninth-Grade Economics Unit

Linda R. Campbell
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RATIONALE

As our world becomes "smaller," the interdependence of nations as part of the global economic system becomes evident. Nations with underdeveloped resources are doomed unless plans are devised which can solve the all-encompassing economic problems that plague these nations. Citizens of these countries experience low per capita incomes and as a result have low literacy rates, poor health, and shortened life expectancy. This in turn affects the available work force. This project utilized data-based computer software programs as students came to grips with the economic problems of third world countries.

GOALS AND OBJECTIVES

- to increase economic awareness by simulation of life in foreign country.
- to foster critical thinking skills by analyzing economic problems of third world countries.
- to promote the idea of world cooperation through the formation of international trade agreements and joint ventures.
- to encourage problem solving through transformation of data from the computer into plans for economic improvement.
- to promote computer literacy through the use of data-based software programs.
- to introduce basic economic concepts by providing hands-on experiences.
- to develop an appreciation for the American economic system by comparing world economies.

PROJECT DESCRIPTION

"Let's Make a Deal" was a multifaceted economic project designed to appeal to the creativity and problem-solving skills evident in academically gifted and talented students in a ninth-grade Advanced World Geography class. By playing dual roles of leader of a country and of an average citizen, students learned the impact of a powerful economy on all phases of life. By using critical thinking skills, students revitalized the economy of poor or

third world countries through joint ventures, trade agreements, and development of available natural resources. Through simulations and hands-on experiences, students learned basic economic concepts of budgeting, banking, resume writing, and employment responsibilities.

Students researched resources of the country through data-based computer programs and other sources. They not only looked at the specific economic problems such as poor mineral wealth, lack of transportation, and poor climate, but they also noted the relationship between the economy and other factors such as literacy, life expectancy, and per capita income. As leaders, they were to develop an economic plan to improve the general conditions of the country. As citizens, they experienced firsthand the effects of living on a very limited income. They kept daily records of living expenses, applied for jobs, or sold products to earn extra income. They recorded their findings in first-person reports.

In addition to classroom work, the students applied their economic skills in a variety of ways. In order to have enough money to live, students could seek employment to raise their personal income. Jobs were available in the classroom or students could supplement the income by jobs outside school. The project also involved community resources and civic organizations. Two students who were Boy Scouts kept their budgets to meet the requirements of the Personal Management Merit Badge. PTA mothers also helped with an International Food Fair in which the students brought foreign food from home to share with all the geography students and the school staff. A number of students contacted people who had some experience in foreign countries either as former citizens or visitors. The people acted as mentors and shared economic ideas with the students.

STUDENT INSTRUCTIONS

Suppose you lived in a country other than the United States. Your life would be very different from the one you now experience. This project will give you an opportunity to "live" in another country. Suppose you became the leader of that country. We hear so much about solving the problems of the economy. What steps would you take to improve the economy in your new country and how would that help the lives of the average citizen?

In this project you will be researching the economic conditions of a country whose economy is in serious trouble. You will look at resources, markets and factors that affect production. You will study life expectancy and literacy and the impact of the economy on these statistics. As you conduct your research, you will devise plans to improve the economy. You will be able to "Make Deals" with other nations to trade and develop your resources. You will also become an average citizen of the country and receive an allotment of money. You will determine the per capita income of your country and calculate a three-month portion. You will be expected to buy one meal a day, clothing, shelter, and pay for your social life as you simulate life in your country. You will be keeping a ledger to record your expenses.

Materials Needed: new pocket folder, ledger sheets, loose leaf, pen, large manila envelope.

Procedure: Each of you will draw for a country. This country will be your new place of citizenship. You have been elected leader and your job is to improve the economic conditions of your new country. You will want to know how your people manage on the per capita income, so find out how much your people earn annually. To see how well you can do on that amount, calculate three month's worth. On your ledger sheet write your name, country, the annual amount, and your three month allotment. Put the sheet in the envelope and write your name and your allotment on the envelope. You will receive your allotment when the bank opens.

You will adapt a lifestyle based on how your people live on this income. Record your expenses for one meal a day (school lunch). Find out how your people dress, estimate the cost, and record this expense. Also, determine the cost of native shelter. Social expenditures must be recorded as well. You will be given a chance to make extra money if you need it. Want ads will be posted for classroom jobs. You must write a resume to apply. If you work outside of school, you will receive an equivalent amount of geography money with proper documentation from your employer. You will be writing a diary account of how you managed this money, so keep good records.

As leader, you will be looking for ways to improve the economy. The following items are your requirements for this part of the project.

Description: What is your country like? Write a brief description. Include maps of the area. Have you discovered physical features which could become a tourist attraction? Is there a good river system? Are the mineral resources accessible? Does the climate pose any problems? Is there adequate farmland? Are there problems with floods, poor soil, or mountains? How can these factors help or hinder your country?

Economic Problems: As you learn about your country, you will want to know about the specific economic problems your country is facing, the available resources, markets, industrial development and education levels. Is there enough economic activity to support the citizens? What particular problems do you see as you study your country? You will write about your country's problems.

World Markets: You will want to find other nations which lack the resources of your country and seek to trade with them. Can you find a richer nation interested in buying your resources? Are there treaties that could be negotiated to help large groups of nations? Can alliances be formed? Write of ways to market your goods.

Economic Plan: The leaders will develop a plan of action that will help the country. Look for ways to bring new industry into the country. Is there a natural wonder that could become a tourist attraction? Are there harbors or river systems that could be developed? Is there an existing industry that

needs revitalization? Study the facts and figures about your country. Include this information as you write your plan. Take into account the available work force. Know about the age distribution and the education of your people. Be sure to study current news sources so you can be realistic in your expectations. You may want to write to the ambassadors, the UN representative, or even the real leader of the country. Include any correspondence with your report.

Factors Which May Influence the Economy: In any country there are general factors which may influence the overall economic development. Study each of these to see if they have any impact on your country's economy.

Life Expectancy: Include an analysis of the information from the computer. Are there serious health problems that prohibit economic development?

Literacy Rate: The educational ability of a people is closely tied to the per capita income. Show how education affects your economy. How could you improve the educational standards?

Language and Religion: Study the information from the computer programs. Do you see any relationship between the economy of your country and the language and religion? These can be hidden factors in the overall development.

Government: The kind of government in a country can be a major influence in the overall conditions. Study the real current leader and find out his role in the country's economic development. Would you suggest a change in the government?

Current Problems: Study current news sources to find problems which hinder economic growth. Look for situations such as famine, war, or unstable government. Propose solutions to these problems.

Location/Time/Currency: Find out where your country is in relation to other developed or industrialized nations or to proposed trading partners. Does the location affect the economy? Is time difference a factor? Find out the exchange rate for the currency. Is the country's money of any value on the foreign market? How will these factors influence your economic plan?

Interview: One of the best ways to find out information on a country is to interview someone who has visited or lived in the country. Gain insights from them on the overall economic situation. Bonus points.

Due Dates: As you research your country, you will hand in the reports to me. You may hand in a rough draft for proofreading but finished copy is required on the due dates. Your reports must be typed.

Bulletin Board: You have your written directions for this part of the project. Follow directions. We will draw for due dates.

Culminating Activity: The International Food Fair will be held at the end of this project. You will be given specific times and instructions when the date is set.

Points: This project will be the major portion of your second nine weeks' grade. Each part of the project will count different amounts, but the total project will be worth approximately one-half of the second nine weeks. The greatest portion of points will be allotted to your economic plan for the improvement of your country.

Time Frame: This project will last approximately 12 weeks. Your first report is due two weeks from today. A report will be due each week to two weeks after that. Final report date will be given three weeks before the deadline.

EVALUATION

All the information was compiled into individual books with title page, table of contents, economic data and plans, per capita income stories, ledgers, and bibliography. The project was the major portion of a nine-week grading period.

Student creativity was at a maximum as the students sought measures to improve the countries' economies. They showed tremendous understanding of the interdependence of nations through trade. The students also expressed a deep appreciation of the American economic system and how fortunate they were to live in a society such as ours. They quickly noted the difference between poor and very poor.

One interesting discussion in class came about as the students told about problems in their new countries. The student from Romania spoke about the poor quality of automobiles. Then several who had very underdeveloped nations in Africa said that at least he had cars when many of their nations didn't even have roads.

Students frequently talked of the problems encountered with so little personal money. They would talk in the halls and other locations out of the classroom about how they were having to adjust their lifestyles. Parents commented that their children often discussed this project with them at home.

Students took the project seriously as evidenced by the high interest in it before we started. They always wanted to know when we would start because they had heard from others about the project. They also stayed focused on the work even outside of class because of the necessity of being aware of their expenses and their poor economic conditions. This made the students aware of a number of things: they realized that economics is not just theory but a vital part of daily living; they learned how much world trade is a relationship with other nations; they gained a keen appreciation for the United States and for the American economic system that made their own lives so much better than most other nations; they became much more aware of the world away from their own community and of the severity of the economic problems of other nations and as they became more globally conscious.

PURCHASING POWER, COMPARISON SHOPPING, AND THE COST OF LIVING

A Seventh-Grade Economics Unit

William E. Henderson and Tanya M. Hanson
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INTRODUCTION

The seventh-grade civics students at this large, multicultural, suburban middle school expressed concern about the rising prices of goods and services in their community. This unit was developed by the two instructors to facilitate the students' understanding of inflation, its measurement and effects.

The construction, purpose, and importance of the consumer price index are examined along with a graphical analysis of index movement since 1900. The students conducted a pricing and comparison shopping survey at various food stores in their local community. They used the survey results to rank the stores from least to most expensive; to identify and discuss the importance of comparison shopping, to compute and graph a local weighted food price index with a given base period, and to compute percentage consumption expenditures by their families for selected categories of food items. By analyzing the information from the surveys and graphs, the students suggested causes and effects of rising prices.

The major characteristics and functions of money were identified and discussed. Demand-pull and cost-push inflation were exemplified by the students, culminating in the formulation of a definition of each theory and discussion of their current reliability. The students conducted a second community survey on the cost of living with emphasis on budgeting for food expenditures. The results of the survey led to a discussion of purchasing power and its relationship to inflation and deflation.

This project gave students hands-on experience in comparison shopping compiling data, interpreting data, conducting surveys, and measuring inflation. The use of student-derived data and the employment of basic mathematical analysis to inflation measurement, comparison shopping, and budgeting were the integral components of this unit.

GOALS

- to give our students firsthand experience in gathering data and conducting surveys on the effects of inflation in our community.
- to demonstrate the interrelationship between purchasing power, comparison shopping, and the cost of living.
- to discover the application of mathematical analysis in helping us to measure and interpret inflation.

LEARNING OBJECTIVES

The student will:

- define the economic terms: good, service, price, consumer price index
- explain, in general terms, how the consumer price index is constructed
- define the economic terms: weighting, budget, base, inflation, deflation
- state reasons for the importance of the consumer price index
- demonstrate ability to survey food prices at selected retail outlets
- state the reasons for the importance of comparison shopping
- compute a weighted consumer (food) price index
- interpret the computer index as to its indication of inflation or deflation
- demonstrate ability to compute percentages
- graph a consumer price index
- graph percentage changes in selected categories of a consumer price index
- interpret a line graph and a bar graph
- define the economic terms: demand-pull inflation, cost-push inflation, push-pull inflation
- identify examples of who benefits and who loses from inflation
- explain the relationship between purchasing power and consumption
- suggest procedures that an intelligent consumer should follow when shopping for food items
- define the economic terms: exchange, medium of exchange, money substitutes, legal tender laws, money supply, inflation
- explain the importance of money to a society
- identify the percent of an average family's budget that is spent on food
- define the economic term: budget
- identify the effects of inflation on a family's standard of living

PROCEDURES

Day One. Students provided examples and characteristics of goods and services and suggested values that could be assigned to each. A discussion of how these assignments of value were made resulted in the formulation of a definition of the term price. Students then discussed the Consumer Price Index, defining each term, and after viewing a handout on the major categories surveyed by the CPI, formulated a definition for the CPI. Students were assigned to complete a Pricing and Comparison Shopping survey at a food store in their neighborhood. For homework, students were assigned to read Handout 8-1 from strategies for Teaching Economics, Part II, Junior High School Level (Joint Council on Economic Education) in order to acquire additional information on the Consumer Price Index.

Day Two. Students discussed the material assigned on day one. Working in groups, students developed personal weekly budgets, reviewed the characteristics of inflation and deflation, and discussed the impact on their daily life. Responses from the class on the importance of the CPI as a measurement device were then elicited. With data compiled from their shopping surveys, the students ranked the food stores visited from least to most expen-

sive. A discussion of the importance of comparison shopping followed this price analysis. For homework, students were assigned to read Handout 8-2 on computing a weighted consumer price index.

Day Three. The class was divided into groups by food store surveyed, and following guidelines from Handout 8-2, each group calculated the average cost per item per store. (The use of calculators was encouraged.) The total from each group were then listed on the board, and a class average was computed. Utilizing food survey price data for our geographic area from 1980, and the average computed by the class for 1993, a weighted food price index was computed. The students discussed the index computed to determine the effects of inflation and/or deflation on food prices. Students were assigned to complete a Cost of Living survey for homework.

Day Four. The students worked in groups with the food price data from 1980 and 1993 to construct a Food Price Index graph, a line graph. Before many of them could proceed, we had to review with the class how to construct scales on graph paper, label the axes, and plot coordinates on a graph. The students acquired graphing skills in a much shorter period of time than we had anticipated. After the students had completed their graphs, we analyzed what the graph represented. Each group of students then calculated the percentage that each of the five food categories surveyed comprised of the total food basket. The percentages calculated by each group for their respective food store were then listed on the board, and the class proceeded to compute the average percentage for all of the food stores surveyed. The students then constructed color-coded bar graphs to represent the percentage of the total food basket represented by each of the five food groups surveyed in 1980 as compared to 1993. We then discussed any possible changes in consumer spending on the various food categories over the past 13 years. We also compared the attributes of line and bar graphs.

Day Five. We simulated an auction of a ticket to the inaugural day of the Florida Marlins baseball team. The student bids were written on the board. At the close of the bidding process, the students discussed the possibility of graphing the responses, noting the fluctuation of the value of the ticket as the bidding continued. The students discovered that they had just participated in a demonstration of the effects of demand-pull inflation. The students then suggested costs that might be encountered by a business owner and discussed the effect of cost increases on the prices of goods and services, an example of cost-push inflation. Examples of push-pull inflation were then discussed. Winners and losers from inflation and deflation were then identified with a focus on the relationship between purchasing power, consumption and inflation. Wise consumer buying was then discussed with examples of newspaper food product advertising.

Day Six. The students viewed the videotape, "Chickenfeed: A Foul Look at Money," and responded to questions on their study guide focusing on the relationship between exchange, money and inflation. A class discussion ensued. The Cost of Living Survey was collected.

Day Seven. The class discussed the results of their cost of living surveys. The data collected relating to family monthly income expenditures and wage increases received, compared to the previous year, were then computed to identify a class average. The relationship between inflation and standard of living was then discussed. Homework was to prepare for tomorrow's unit examination.

Day Eight. The students had an opportunity to evaluate knowledge gained during this unit by completing the unit examination.

Day Nine. The students reviewed their responses to the unit examination and completed an evaluation of this instructional unit.

EVALUATION

This unit was evaluated through teacher observation, objective tests, student community surveys, in-class graphing assignments, class discussions, and group work. The students completed an objective/essay examination at the end of the unit to evaluate their understanding of various economic concepts; their ability to read and interpret information presented in a graphical context; their construction and interpretation of a price index; and their ability to analyze economic concepts in a written format. The students were also asked to complete an evaluation of the learning unit, identifying its strengths and weaknesses.

SUMMARY

This unit provided the seventh-grade civics students with an opportunity to participate in hands-on activities focusing on comparison shopping, the cost of living, budgeting, and inflation. Not only were students introduced to many economic concepts, but they were also presented with community-oriented research, mathematical presentation and analysis of the data collected, and an opportunity to participate in group work and cooperative learning. Decision-making skills, critical thinking, creative thinking, and the introduction and reinforcement of basic math skills were all integral to this unit. At the conclusion of this unit the students had gained a better appreciation of the relationship between inflation, the cost of living, and comparison shopping. The knowledge and skills identified by the students as important acquisitions from this unit made our efforts in its development worthwhile.

ENTREPRENEUR: AN ECONOMIC SIMULATION

A Junior High School Economics Unit

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RATIONALE

As we teach the concepts of a market economy, we have a tendency to inundate our students with a mass of facts, terms, and figures without showing their interrelationship. Frequently, students become confused about the overall picture: interaction between individuals, business, and the government in the market economy. Questions concerning the rise of new businesses and their introduction of new products or services also seems to be a repeating theme. "Entrepreneur" was created to increase student awareness in each of these areas by providing a "hands-on" experience. In essence, it was the intent of this activity to give students an opportunity to see the interrelationship of these basic market economy concepts. "Entrepreneur" provided students with a challenge to create a product or service and test their business skill in a market economy. In addition, during the course of this simulation, students learned to figure supply and demand for their product and whether or not it would succeed in today's competitive market. A final reason for developing the activity was to demonstrate that not all products make it to the market place, and many of those that are introduced fail to make a profit. In other words, creating a product does not guarantee that one will be successful, even in the United States.

OVERVIEW

The simulation "Entrepreneur" was developed for junior high students to expose them to the major forces of a market economy. This simulation took approximately eight class days to complete; however, time for others may vary with background and ability of students. Upon completion, all students experienced first hand the principles of supply and demand, competition, interaction between buyer and seller, methods of production, and the impact of advertising upon a product or service.

The major goal of this simulation was to have students develop a service or create an inexpensive product and test it on the open market. After constructing a prototype of their product, or service descriptor, a market survey was developed to test consumer response. The data from this market survey were then analyzed to help the entrepreneur determine the success ratio of the product or service.

Finally, a marketing report was written based upon data and results gleaned from the survey. These results included such things as supply and demand curves, market price, number of people liking the product or service, number of people disliking the product or service, reasons given for

each, methods of production, resources needed, labor involved in production, and a conclusion which would recommend feasibility of actual production.

OUTCOME AND OBJECTIVES

"Entrepreneur" was designed to be used with any course that teaches basic principles of the market economy and/or free enterprise system. This simulation was particularly useful for adopting an outcome-based philosophy because the emphasis was on applying the fundamentals of market economics, a truly authentic approach. This philosophy was illustrated within the simulation outcome: apply the principles of a market economy to a simulated situation. In essence, students became pro-active participants rather than passive listeners.

In addition to mastering the stated outcome, all students were exposed to the following supportive objectives:

1. Identify contributions made to a market economy by past entrepreneurs.
2. Cite an example of opportunity costs.
3. Identify the four factors of production.
4. Explain the concept of scarcity.
5. Construct a supply curve.
6. Construct a demand curve.
7. Describe the economic implications of a shortage and/or surplus.
8. Discuss the "profit factor" as an incentive for running a business.
9. Cite examples as to how government intervention can add or subtract from the profit of a business.
10. Develop a model for economic problem solving.

SKILL REINFORCEMENT

In an effort to reinforce the simulation outcome, supporting objectives, and promote the analytical process, the following skills were a meaningful part of this activity. For this simulation, a skill is defined as "a process which helps students better understand the stated outcome, objectives, and concepts."

The following is a list of skills introduced or reinforced throughout the simulation.

1. Compiling data
2. Processing data
3. Classifying data into a set of objectives
4. Making observations and describing what is seen
5. Comparing and contrasting data
6. Reading and interpreting graphs, charts, and tables
7. Developing and conducting a survey
8. Predicting the continuation of trends
9. Synthesizing by using gathered data to formulate a solution.
10. Drawing a conclusion and making deductions from data gathered.

TEACHING STRATEGIES

For "Entrepreneur" to be successful, time must be allocated to establish proper "set," which will alert the students to what is expected of them, at the same time providing the necessary background information. The amount of background information you present will depend on the age of your students, ability, and previous exposure to basic economics. It is imperative that your students understand scarcity, supply and demand, trade-offs, opportunity costs, and the role of consumer, business, and government in a market economy.

Prior to mentioning the simulation, consider having your students work in small groups and develop a list of new products and/or services that have come on the market in the past two years. From this list you might pose the questions: "Why were these products developed?" "Did they improve the quality of life for people within the United States?" "Would the same products or service have been developed in China?"

Upon completion of the discussion, inform the students that they are about to begin a simulation which will allow them to become "entrepreneurs" and develop a product or service and determine if it would be marketable. They are going to have the opportunity to put their imagination and creativity to work on a real-life economic problem. If simulations are new to your students, it is important to explain that a simulation is what the name implies, an attempted duplication of a real-life experience, a realistic model.

The goal of this simulation is for students to learn what entrepreneurs are, their impact and contributions to society, and a procedure for developing, testing, and marketing a new product or service in a market economy. It is also important to explain to the students that they will not be evaluated on how well their product or service "sells," but rather how they follow the outlined procedure and how accurate they are in completing the appropriate forms and final marketing report.

ACTIVITY PROCEDURE

The following procedure and agenda is tentative at best and will vary depending upon the students' age, ability level, and background in economics. The key factor is to adjust the pace to the group so that students stay busy and on task.

Announce to the class that they are going to start an economic simulation which will give them the opportunity to put their creativity and innovation to work by creating a product or service. This product or service will then be tested on the open market to determine consumer reaction. The end result will be a marketing report which will document the process of innovation, development, production, and consumer reaction.

With background information complete, distribute student copies of "Introduction, Innovation, Conceptualization, Focus of product or service, Product service data sheet, Patent application, Market survey, and Marketing report outline. Each one of these pages has been developed to lead the students through the process of becoming an entrepreneur.

Day One: Begin the simulation with the handout "Introduction, student copy." The purpose of this form is to explain what an entrepreneur is, in addition to associated traits and characteristics. Working individually, have the students respond to the questions about the forms of entrepreneurship.

Day Two: Review student responses to the Introduction. Next distribute a copy of "Innovation" (depicting phases of product/service development) and read through the example given. As a comprehension check, see if the students can substitute the Post-It Notes with another product. Now distribute a copy of "Conceptualization." The purpose of this activity is to help students brainstorm and decide upon a product or service they would like to test market. Remind them that the product should be small, simple, easy to construct and inexpensive to make. Examples would include bumper stickers, locker organizers, key chains, paperweights, etc.

Day Three: Begin class by going around the room asking each student to explain what product or service he/she wishes to test market. Next, distribute copies of "Focus of Product or Service," and "Product/Service Data Sheet." Both forms will help the students better analyze what resources will be needed for production consumer reaction, and potential market impact.

Day Four: Distribute copies of the "Patent Application" and have students complete them during class. Second, review the "Market Survey" form and explain that it is generic in nature and will need to be modified to meet their specific product or service. Homework might include building a prototype and a tally sheet to be used during their market survey. It is recommended that a minimum of 60 people be interviewed.

Days Five and Six: This time should be spent completing surveys and collecting data. Refer students to "Marketing Report Outline and Rubric." At some point you should review how to construct a graph and figure supply and demand. The following example illustrates how this can be accomplished after surveying 60 people.

Price Offered	Number of People Willing to Pay That Price
$8.00	5
$7.00	10
$6.00	15
$5.00	25
$4.00	5

This chart will be converted to the following to figure demand:

Price	Demand	Supply
$8.00	5	60
$7.00	15	55
$6.00	30	30
$5.00	55	15
$4.00	60	5

Day Seven: Use this time in class to have students explain their products or services and what they learned from their surveys.

Day Eight: Distribute a copy of the simulation assessment and have your students respond to the questions.

SIMULATION ASSESSMENT

1. Identify the two greatest problems you encountered during this simulation and how they were resolved.
2. Predict what would happen to sales of your product or service if the federal and state government raised taxes.
3. Cite two examples as to how the state or federal government could increase your costs of production.
4. Identify two things local community leaders or government could do to help you make a success of your business.
5. Assume you had to hire two workers with your new business. Explain what you feel your obligation would be to them and what their obligation would be to you.
6. Explain what you feel is the greatest economic threat to the small business person.
7. Assume that a similar business started across town. What changes would you make to stay competitive?
8. If you had to start this business over, what changes would you make in the product, production, and advertisement?
9. Assume that our economy started slipping into a recession. Predict the effect on your business or service.
10. Briefly explain what type of personal traits an entrepreneur should have.

GOOD IDEAS IN BRIEF: JUNIOR HIGH SCHOOL LEVEL

NANCY POWERS, *Stuart Middle School, Louisville, Kentucky,* developed an economics unit entitled "Dear Bill, What's Up?" Central to the unit was the viewing of the presidential debates and participating in mock elections after each debate. As a result, students began to develop an interest in the issues and in economics in general. Some areas covered in the unit were energy and environmental issues, unemployment, health care, protec-tive laws, child care laws, family concerns, foreign trade, women in busi-ness, and international issues. Several of the lessons that developed fit well into curriculum requirements for a unit on family life: budgeting, wise con-sumer buying, and making choices which will affect an individual in his future educational goals and vocation. As part of the unit, students practiced writing skills when they wrote the new President with their questions and suggestions.

JOYCE B. TATUM, *Chattanooga School for Arts and Sciences, Chattanooga, Tennessee,* developed "Brother Can You Spare a Dime?," an oral history project on the Great Depression. The unit covered a 10-day period and was undertaken by eighth-grade students. The rationale for the unit was that it promoted student work as historians as well as protected a body of knowledge that is vanishing. The firsthand accounts of that very significant time in our history brought to life that period. Students also saw that perhaps some day future students would be interviewing them on events such as the Persian Gulf War. The students studied the Depression using both primary and secondary sources, found a person to interview who lived through the Depression as an adult, recorded the interview through audio- or videotapes, and photographed the interviewee for a black-and-white photography exhibit at the end of the unit. Interviews were indexed and catalogued in the school library for future reference for students and for family members of the interviewed.

CHAPTER FOUR

SENIOR HIGH SCHOOL LEVEL: GRADES 10–12[1]

KENTUCKY: OPEN FOR BUSINESS, 1792, 1892, AND 1992

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OVERVIEW

"Kentucky: Open for Business, 1792, 1892, and 1992" is a teaching unit written for junior American history students at Atherton High School in Louisville. Divided into three components which focus on the three dates as benchmarks in the growth of business, the unit stresses economic concepts and vocabulary. The mandates of the Kentucky Education Reform Act of 1990 serve as the framework through which learning and teaching take place. Strategies involving writing, reading and collaboration pervade the unit that also uses an interactive simulation game, "The Stock Market Game," as a motivational hook for learning.

In the first section, "Kentucky 1792: Economic Beginnings," students examine economic terms and concepts by linking them with early Kentucky history. The movement from proprietorship and partnership forms of business institutions is traced as students recognize changes in transportation, population and technology. "Kentucky 1892: Entrepreneurship" studies five tycoons of national big business and Louisville's reaction to change. Part three, "Kentucky 1992: Kentucky Fried Chicken and the Automobile Industry," illustrates the commonwealth's involvement in international trade and the importance of the automobile to Kentucky's economic well-being. Throughout the unit, "The Stock Market Game" adds awareness of the interrelatedness of the individual investor and corporate institutions.

Adaptable to any state's economic history, the unit surveys change over time, the individual's impact on events and the economic interpretation of events. With its emphasis on writing and current events, students connect economics and history to their present and future lives.

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[1] The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

RATIONALE

Jason, a junior, let me know early in the year that he found little importance in studying American history. In response to my initial question for the school year, "What do you want to learn in United States history this year?" he replied, "Economics." He continued succinctly and pragmatically, "About the only thing that will help me in my future is to study American business." Jason threw down the gauntlet that became my challenge.

Of course, other considerations pointed me in this direction. In the first place, I wanted to encourage my juniors to sign up for an economics course in their senior year. Since economic issues promised to be the overriding problem for all Americans as they approach the twenty-first century, my obligation to broach the subject became apparent. Furthermore, I had selfish reasons for studying American business. I wanted to understand the American free enterprise system which I had not formally studied. My teaching lacked the insight and depth that economic determinism as a viable theory for understanding American people, places, and events demanded.

Moreover, "Kentucky: Open for Business, 1792, 1892, and 1992" developed out of my attempt to tie an American history unit on the growth of business to Kentucky, which celebrated the 200th anniversary of its statehood in 1992. Thematically, our study of history during the 1992–1993 school year had revolved around evaluating why change occurs and how it affects people, places and events. Early in the year, my students studied their neighborhoods, the development from past to present, and their predictions for the future. Students compiled their findings in a brochure illustrated with drawings and photographs. This became a starting point for studying our school, Atherton High School, and its change over time as we anticipated its 69th year and the 30th anniversary of the "new" building on Dundee Road. Kentucky and its transformation from a frontier settlement in 1792 to a participant in the international marketplace in 1992 became the next logical step. Since Atherton serves our school system as an international studies magnet, another objective of the unit became to illustrate Kentucky's participation in global trade. Therefore, the commonwealth became the lens through which my students examined economic concepts and business development as it changed over time on the national level.

Guiding my every decision, from goals and objectives to skill practice and teaching–learning strategies, was the desire for my unit to be "KERA-like." The Kentucky Education Reform Act of 1990 (KERA) and my commitment to development methods around its requirements directed my plans. Cooperative groups that reinforced the maxim "two heads are better than one" examined population tables to discover the meaning of the figures and discussed what they had read. Writing to learn, to evaluate the process and to assess the project, governed the direction the unit took. Active rather than passive learning stressed hands-on lessons. Literature-based activities concentrated on learning about the past and present in order to connect with the future. Therefore, KERA gave the unit its methodology.

Before I began the unit, students were asked to complete a "KWL," or more correctly, the "K" and "W" part of a "KWL": What do you know about economics, business and entrepreneurship? What would you like to know about economics, business and entrepreneurship? (The "L"—What did you learn about economics, business, and entrepreneurship?, would be

part of our assessment at the end of the unit.) This exercise demonstrated very little previous knowledge about economics and business. Students expressed interest in learning about American business, but they had few ideas about what they would like to know.

Next, I asked the students if they would like to study the stock market in conjunction with our project on American business and its change over time. I needed a hook—motivation to encourage learning. They voted to participate in "The Stock Market Game," a 10-week simulation game. It became the incentive, the link that ties my students, Kentucky, and the nation together in a study of the growth of business.

Goals of Kentucky: Open for Business, 1792, 1892, and 1992

- Some students will enroll in a semester's course in economics for their senior year.
- Students will have a better understanding of economic issues important to Kentucky, the United States, and the world.
- The teacher and the students will develop a better understanding of economics and its impact on American history.
- Students will evaluate change and its effect on American business and the economy.
- Students will develop a basic understanding of the stock market.
- Students will compile an economic vocabulary as they learn to read for economic meaning.

Part I: Kentucky 1792: Economic Beginnings

Objectives

- Students will recognize themselves as consumers.
- Students will generate definitions of three basic types of business organizations and will distinguish between their advantages and disadvantages.
- Students will recognize the transition of Kentucky from a wilderness to an industrial state.
- Students will interpret Kentucky frontier history in economic terms.
- Students will interpret charts and readings in order to trace economic change and development as a result of technological improvements, population growth, and railroad and road expansion.

Procedures and Content

I organized my first component around the introduction of economic terms and Kentucky's transition from a wilderness to an industrial state. "Think economically" and "Read with the economic terms in mind" became the guiding principles and our focus as we defined consumer and business and compared the advantages and disadvantages of proprietorships, partnerships and corporations. Writing prompts connected the previous day's terms to the lesson of the day and assessed the learning. Students devised their own partnership contracts and compared them to an agreement drawn by William Procter and James Gamble who joined their resources in Cincinnati, across the Ohio River from Kentucky in 1837. Moreover, students connected to Kentucky of 1792 by reading Donald Hall's *Ox-Cart Man*. They related the simplistic lifestyle to economic terms that they generated. Through this picture book, juniors in high school expanded their understanding of household, factors of production and economic questions. We wondered about consumerism on the frontier and listed goods and services that were produced and exchanged at the market. Students compared their personal consumer inventories, which were completed in an initial exercise, with predicted inventories of teenagers who lived in 1792.

Furthermore, the self-sufficiency that the *Ox-Cart Man* illustrated was reiterated in the independence that early Kentucky industries desired. By reading selections in *Kentucky: 200 Years of Business and Industry Highlights 1792–1992*, students generated more vocabulary and economic terms. They read "Kentucky's First Manufacturer" and explained economic terms through its examples. They began to understand that if the factors of production were not in balance, businesses would fail. Kentucky's first textile industry never became a viable producer because the organizers counted on cotton, the land factor, to be grown in surrounding areas. Therefore, production expectations were not met. The economic questions, especially the What will we produce?, were not suitable for Kentucky and failure resulted. A "Peanuts" comic and a writing prompt reinforced the importance of the factors of production and the economic questions in order for business ventures to succeed.

In "The First Iron Works West of the Alleghenies," students practiced reading for economic meaning and made note of three important economic changes. Population growth, technological development, and transportation improvement were key considerations in Kentucky iron production. Students recalled agricultural and transportation evolutions of the pre-Civil War era and explained how changes influenced iron manufacturing. Connections were made by students who related population tables from 1890 and 1900 to these three developments. As they listed possible explanations for the increase of those working in industries and in offices, they surmised a change in business organization resulting from population growth, technological improvement, and railroad expansion. A handout written by William Murphy reiterated the change and confirmed their hypotheses. Business changes occurred; because of the necessity for more capital financing to hire more workers to produce more goods and to buy technological improvements or capital goods, business organizations changed. Corporations became important organizations for doing business on a large scale.

Part II: Kentucky 1892: Entrepreneurship

Objectives

- Students will analyze economic development in Louisville, Kentucky, and evaluate its effect on the community of 1872.
- Students will explain how the contributions of individuals sometimes cause change.
- Students will observe, analyze, and interpret human behaviors to acquire a better understanding of themselves, others, and human relationships.
- Students will reflect on and use the information according to the purpose that initiated the reading and writing.
- Students will explain why the corporation allowed businesses to grow.

Procedures and Content

Students connected what they learned in the first component of the unit to this section by recalling "The First Iron Works West of the Alleghenies" and Murphy's explanation of the growth of business. They compared these articles to a selection taken from George H. Yater's *Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County*. Students responded to questions that encouraged them to realize that manufacturing required the kind of capital financing that a business institution like a corporation could supply. They recognized that investments of profits and stock issues were essential for the large amounts of money that corporations in Louisville and throughout the country needed for production.

In an attempt to prepare the students for the next component of the unit, I required that they read "Industry and Business" in the textbook, Addison-Wesley's *United States History From 1865*, which linked economic change to the lives and the business practices of Andrew Carnegie, John D. Rockefeller, and J. P. Morgan. Through these men, students learned about monopolistic practices that destroyed competition through rebates, pools, short-haul and long-haul rates and horizontal and vertical integration. The Interstate Commerce Act and the Sherman Antitrust Act illustrated the government's departure from a laissez-faire attitude to a philosophy that protected laborers, farmers and the urban poor from the industrial giants.

After the students predicted the definition of "entrepreneur" based upon what they already knew, they selected an entrepreneur, H. J. Heinz, Jim Hill, John D. Rockefeller, Andrew Carnegie or Isaac Singer, to read about. In order to model the reading and prewriting process, we read and discussed a brochure that explained the rise of Kentucky Fried Chicken through its founder Colonel Harland Sanders. In our conversation, students identified his qualities: risk taker, organizer and inventor. We practiced by reading an article on J. P. Morgan, which highlighted his overriding characteristic: power. These exercises illustrated how to read for characteristics and suggested ways to write about the qualities that led to the success of these men.

Next, students read for the purpose of defining the qualities that led to their entrepreneur's success. Brainstorming and drawing spider maps of these qualities in entrepreneur groups preceded each individual's writing a personality profile rough draft that would be raised and published in a mag-

azine, "Success," an imitation of a periodical for which Theodore Dreiser wrote.

When the students completed their papers, we formed "Success" groups in which each entrepreneur was represented. Magazines were published by compiling the entrepreneur personality profiles in a booklet. Students also drew diagrams that illustrated similarities and differences of the entrepreneurs. Next, students wrote short explanations of characteristics that these entrepreneurs possessed and revised their initial definitions of "entrepreneur." Finally, they analyzed their own characteristics by filling out an entrepreneur quiz and reacting to it in writing. While most students felt they were neither risk takers nor hard workers, others thought they could succeed in any endeavor to which they applied themselves.

Through the video, "Trusts and Trustbusters," students organized their thoughts about the ruthlessness of many entrepreneurs. They responded to a writing prompt that asked them to determine if the industrialists were financial geniuses or dictators. On the one hand, students understood the titans' uncanny abilities to join the factors of production to provide goods and services for consumers, to become agents of the expansive spirit of the times. They also appreciated the spirit of philanthropy that guided many entrepreneurs. However, the students were sympathetic to the plight of the farmers, urban poor, and laborers. The unparalleled growth of business through combinations and consolidations with the effect of strangling competition put the free enterprise system in jeopardy. In writing prompts, students connected the textbook and monopolistic methods and government reaction with the Interstate Commerce Act and the Sherman Antitrust Act of 1890.

During our study of entrepreneurs, the growth of business and Theodore Roosevelt's mobilization of public opinion, the crisis between Boris Yeltsin and the Russian parliament occurred. Because we had access to newspapers, students read the news reports and discussed the importance of the democratic movement both to Russia and the United States. We explored America's investment in democracy and the free enterprise system in the former Soviet Union. A video, "Capitalism," illustrated the evolution of the economic system from England and Adam Smith's *Wealth of Nations* to mercantilism and the United States' interpretation of laissez-faire. The film also portrayed the philosophical change created because of monopolies and trusts and the rise of government interference that led to America's own brand of market economy.

Part III: Kentucky 1992: Kentucky Fried Chicken and the Automobile Industry

Objectives

- Students will recognize adaptations that become necessary as business expands into the global market.
- Exchange students from Mainz, Germany, will become an integral part of our Louisville, Kentucky, classroom.
- Students will trace the development of the automobile industry in Kentucky.

Procedures and Content

During the final part of my unit on business institutions, my American history class served as hosts and hostesses for nine exchange students and their English teacher from Mainz, Germany, Louisville's "Sister City." The expansion of Kentucky business into international markets became the focal point for learning about our cultural similarities and differences.

After initial introductions and explanations about what we had been studying, the students worked together in stock market groups, the Americans outlining the game and their buying and selling strategies for their new classmates. Students read newspaper articles about a 69-point plunge by the Dow and democracy and free trade as we began to discuss the stock market, business and international trade. We examined Kentucky Fried Chicken (KLC), a corporation with international markets and name recognition to discover worldwide expansion techniques. Eager to participate with us, the Mainz students portrayed KFC restaurants in Germany, while two yearlong exchange students in our class—one from Denmark and one from Japan—told us about KLC in their countries. Differences as well as similarities became apparent. As we read "Sun Never Sets on Colonel's Empire," from a KFC publication, we devised a chart to illustrate similarities and differences of KFC in the United States, Germany and Japan. A video, "The Colonel Comes To Japan," reiterated the comparisons pointing out adaptations in company policy, like large prototype American buildings and small buildings in the expensive real estate market of Tokyo. Cultural differences—a hire-for-life Japanese policy and Shinto religious services to pacify the gods before store openings—showed the importance of making adjustments to KFC-USA policy in foreign markets.

A KFC-International employee, Janice Wheatley, expanded our perception of KFC with an overview of cultural adaptations throughout the world. She introduced us to government regulations for foreign business involvement and illustrated the regional considerations of doing business in 63 countries. In a debriefing exercise on the next day, the students used the similarity-difference charts that they had been constructing to write responses to the prompt: What adaptations did KFC have to make in the international market? When they shared specific adjustments, the students recognized the importance of cultural considerations in international business ventures. Moreover, through our discussion of worldwide cultural diversity, students began to talk to one another, to learn about each other through the international marketplace.

Next, we studied the development of the automobile industry in Kentucky. Students read "Early Engines," which illustrated four manufacturers in Kentucky. Since these businesses failed because they gave the consumer too many choices and lacked the capital to keep abreast of technological innovations, this article encouraged students to see how costs became too great to achieve profits. Competition between the companies, while entrepreneurial in spirit, forced them out of business. Students used this article as a comparison point for a *New York Times* story, "System the Secret of Ford's Success." After reading the article which outlined Ford's seven-point policy and listing the system on the board, students compared the four fledgling industries in Kentucky to Ford's prosperity in a similarities and differences chart. Students recognized important concepts—mass

production, assembly line and interchangeable parts—and evaluated the change implemented by Ford. Mainz teacher Maria Karst explained the development of Volkswagen through these methods. A table in the handout, "Ford Motor Company Sales, 1907–17," illustrated the extent of Ford's success. Groups tackled the question, "What do these figures mean?" A definition of economies of scale developed from this examination. To my surprise, calculators appeared and curious students traced the company's total sales. Students showed how they were capable of connecting what they learned to a table of figures. They found meaning for themselves. Ford's methodology became concrete.

The February 7, 1993, supplement to *The Courier-Journal*, "Outlook 1993," connected "Early Engines" and Ford's method to the automobile industry of today. Through the article, "Along for the Ride," students defined the Japanese innovation, lean production. Concepts like just-in-time-buying of supplies were illustrated in "A good car is the sum of its parts." Moreover, the Japanese hire-for-life philosophy that allowed extensive training of labor for more than one job on the assembly line was illustrated in another article, "It's a new day on the assembly line." In discussions, students saw the importance of a self-directed labor force which worked in the management team. They connected to a recent General Electric contract that expanded labor's role in the Louisville plant's washing machine production. Students also examined the charts and map within "Outlook 1993" in order to recognize the importance of the automobile industry in Kentucky. By adding what the students learned about Japanese lean production innovations to their charts, they were able to trace the development of automobile manufacturing in our state. Students used the charts in a writing prompt: "Ford defined modern manufacturing; Toyota redefined it. Explain."

EVALUATION AND SUMMARY OF UNIT

"Kentucky: Open for Business, 1792, 1892, 1992" was a successful examination of the growth of business institutions. Peppered with current events that tied Kentucky's past and future to its present, the unit met my stated objectives and those of Jason, the student who challenged me to integrate economics into our study of American history. While the emphasis was clearly on economics, the unit developed at an appropriate juncture in American history.

Reading about early Kentucky businesses became an efficient way to generate other definitions that had additional meaning because students could hang their new knowledge on familiar concepts. Vocabulary development was assessed through writing prompts connected to reading. Thinking economically in writing prompts encouraged associations. Furthermore, writing helped students organize previously learned information. Although students disliked these writing exercises, they illustrated the expansion of their economic vocabulary in a method other than the even more despicable test.

Reading also helped students evaluate the expansion of business from proprietorships and partnerships to corporations. Yater's article on Louisville and Murphy's explanation of the population, technology, and transpor-

tation explosions showed the interrelatedness of the national and local settings. Students surveyed change as business grew so large that competition was destroyed. A possible expansion or substitute for other activities, "Merger, Trust, Monopoly," a simulation game, could be employed to reiterate the expansive thrust of the time that destroyed competition and eventually involved governmental interference.

The assessment task, "'Success': Enterpreneurs and the Growth of Business," illustrated how individuals can influence events. This study of the robber barons, while tedious to some, was the most popular part of the unit for those who did not like "The Stock Market Game" best. Giving human form to historic and economic events was important in this assessment task. Larry, an artist on the school newspaper, liked Thomas Nast's cartoons in "The Game of Monopoly" videos. A visual learner, he said, "I liked seeing the faces of the people we were learning about." Personalizing the concept of entrepreneur by using Kentucky's native son, Colonel Harland Sanders, as a model helped the students to connect to this segment of our Kentucky economic history.

Sanders also helped the class to connect to the world and to our German visitors. Because Kentucky Fried Chicken and Sanders are world renowned, the students from Mainz were able to step into our economic unit. Through the medium of international business, students learned about customs and adaptations and, in the process, about one another. Finally, the field trip to the Kentucky Ford Truck Plant enabled the students to see business and production in operation. A perfect culminating activity, the informal time together allowed the teenagers to intermingle in a cultural and educational experience that tied our classroom to the community.

ECONOMIC CYCLE: A STUDY OF THE ECONOMIC IMPACT OF THE TOUR DuPONT ON THE SHENANDOAH VALLEY

Doris L. Harsh
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INTRODUCTION

Last fall our faculty was encouraged to teach interdisciplinary units and, at the same time, was asked to prepare for a display at the local mall to inform the public of the content of the curriculum of the Rockingham County Public Schools. As I planned a statistics chapter for the Consumer Mathematics class with these goals in mind, I decided to work on the statistics of the economic impact of the Tour DuPont bike race on the Shenandoah Valley. The previous spring school was dismissed for an hour to allow the students and teachers to observe the race as it passed in front of our school.

I invited any faculty member who wished to join me in the interdisciplinary unit to teach a unit in his/her discipline that pertained to the economic impact of the Tour DuPont on the Shenandoah Valley. These units were then joined in one common unit, coordinated for the contest, and a display was featured at the mall that contained projects, activities, and a contest that would award tickets to attend the VIP area of the Massanutten Resort when this leg of the race finished there.

UNIT OBJECTIVES

1. To familiarize the students of Turner Ashby High School with some basic economic concepts.
2. To help students understand how events affect a community economically.
3. To encourage all teachers at Turner Ashby to incorporate economic concepts into their curriculum.
4. To promote the understanding that economic events in one area have an impact on the economics of other areas.
5. To promote a school–business relationship.

CONTENT

The participating teachers and their units were:

Mrs. Shelvie Carr *Social Studies*	"The Path to Economics in Bicycling." The government classes surveyed community residents to find out their feelings on having bicycle paths in the county. Even though the plans are available for the paths, the public did not want the paths financed with public funds.
Mr. Jeff Colvin *Mathematics/Physics*	"The Ups and Downs of Bicycling." The students studied the slope of the road and used their knowledge of sectors to calculate the vertical and horizontal components to see how the horizontal component would help a biker on the downhill sections and hinder him/her on the uphill sections of the race.
Mrs. Faye Curl *Business*	"Pedaling for Public Pennies." The students in Secretarial Administration I studied the possible sources of tax revenue generated by an event like the Tour DuPont coming through a local community as part of their taxation unit.
Mrs. Judy Daniel Mrs. Kay Harter Mrs. Marguerite Spilman *Foreign Languages*	"Cycling the Earth." The Foreign Language Department had their students write letters in the bikers' native languages and sent brochures of our area to various teams. This started a correspondence between our school and various Tour DuPont teams.

Mrs. Cleo Diehl *Library*	"Resources for the Tour DuPont." The library provided resources and assistance to aid teachers as they wrote their units.
Mr. Eric Fitzgerald *Agriculture/FFA*	"Cycling for Safety." The agriculture classes presented safety programs to the elementary schools and gave each participant a card designating that he/she had passed a test on safety.
Mrs. Doris Harsh *Mathematics*	"Advertising and the Tour DuPont." This unit studied the benefits of advertising to the business and consumer as well as the costs to the area media.
Miss Mary Hawkins Mr. Jim Slye *Administration*	"Leading the Pack." The administration gave support and encouragement and made money available for the interdisciplinary unit committee.
Mr. Joe Hiney *English*	"Speaking Economics." The Senior English Classes wrote papers pertaining to the Tour DuPont.
Mrs. Joan Layman *Home Economics*	"Fueling the Cyclist." The Home Economics students found that it took 10,000 calories a day per biker so they studied the nutrition needed to fuel the cyclist.
Miss Debbie Lung Special Education *(EMH)*	"Bicycle Safety for Everyone." The special education class arranged to observe the FFA safety course.
Mrs. Sharon Menefee *Business*	"Marketing the Tour DuPont." This unit featured different strategies of marketing the Tour DuPont. Students provided bulletin boards, posters, and assisted with the mall display.
Mr. Jerry Ridgeway *Technology Ed.*	"Improving the Cycle." The Technology Education classes had a speaker from a local bike shop explain the newest technology used in manufacturing bicycles and how this affected safety, speed, etc.

SAMPLE LESSONS

Physics Class: The Ups and Downs of Bicycling

I. Objectives
   A. The students will view the Tour DuPont promotional video.
   B. The students will look at the Tour DuPont informational packet and discuss the ways that science (physics) has improved conditions for the cyclists and for the design of the bicycles.
   C. The students will use the vocabulary list to discuss the economic impact that the scientific advances have had on the bicycle rider.

D. The students will use their knowledge of vectors to calculate the vertical and horizontal components to see how the horizontal component will help a biker on the downhill section and hinder the biker on the uphill section.
E. The students will discuss the economic impact that the horizontal component might have on a bicyclist.

II. Terms: Economic vocabulary list

III. Materials
A. Tour DuPont promotional video
B. Tour DuPont information packet
C. Worksheet on vectors, *Vectors: Composition and Resolution*
D. Economic Vocabulary List
E. Calculator

IV. Procedures
A. The students viewed the Tour DuPont promotional video and studied the packets.
B. The class used the economic vocabulary list to discover how the scientific advances have had an economic impact on bicycle riders.
C. A worksheet, *Vectors: Composition and Resolution*, was given to each student. The student used his knowledge of vectors to compute the vertical and horizontal components on the worksheet.
D. The class discussed the economic impact the horizontal component might have on a bicyclist as they checked the *Vectors: Composition and Resolution* worksheet in class.

V. Evaluation
A. Worksheet, *Vectors: Composition and Resolution*
B. Class discussion

Social Studies Class: The Path to Economics in Bicycling

Bicycling is becoming a recreational activity enjoyed by more and more people. With this increased interest in bicycling, the danger factor to bikers and motorists on the existing highways is now a major concern. Thus, the question of bicycle paths created on public land at public expense is becoming a valid action for the governing bodies to consider and possibly to fund.

I. Objectives
A. The students will form groups and discuss the pros and cons of providing bicycle/walker paths for citizens to use and the economic impact of a path. They will include the problem and cost of obtaining the land and the maintenance of the track paths.

B. The students will discuss the trade-offs if tax dollars are used for bicycle paths.
C. The students will interview public officials to find out what has been done in establishing bicycle/walker paths.
D. The students will ask the public officials to explain the costs of any planned paths and the restrictions that will have to be adhered to as paths are planned.
E. The students will conduct a survey to determine if there is a need for a biker/walker path in our area and how the public thinks it should be financed.
F. The students will use the surveys and the information from the public officials to form a conclusion on whether there is enough need for a bicycle path to warrant the class forming a bill for the General Assembly.
G. If there is enough evidence to conclude that there is a need for a bicycle path, the students will write a bill to be sent to the General Assembly and will give the bill to the local government representatives.

II. Terms: Economic vocabulary list

III. Materials
A. Survey
B. Telephone

IV. Procedures
A. The class was divided into groups and each group shared ideas on the pros and cons of constructing a bicycle path in our area. They also discussed how it should be financed and the trade-off necessary if tax money was used.
B. Each group of students selected a public official to interview to find out what plans were already being made for a bicycle path. Individual students were assigned to make the contact.
C. As the students finished their interviews, they shared their results with the class and the points of interest were discussed.
D. The class formed a survey to be given to citizens of the area. Each student was given 10 surveys to distribute.
E. When the surveys were returned, they were tabulated and the class used this information as well as the information received from public officials to conclude that there is not enough interest in this area to form a bill asking the General Assembly to mandate bicycle paths on new road construction.

V. Evaluation
A. Individual reports
B. Class discussion

Home Economics Class: Fueling the Cyclist

Day 1

I. Objectives
   A. The students will review information on nutrition and weight control and relate this knowledge to the needs of the cyclist in the Tour DuPont.
   B. The students will determine the number of calories needed to meet the energy requirements for the cyclist in the Tour DuPont.
   C. The students will study the economic cost of proper nutrition.
   D. The students will contact restaurants, motels, grocery stores, and wholesale stores to find the expected economic impact of the Tour DuPont on the businessman.

II. Economic Terms
   A. Cost
   B. Demand
   C. Financing
   D. Money
   E. Scarcity
   F. Supply

III. Materials
   A. Food pyramid
   B. Calorie charts
   C. *Nutrition and Exercise Awareness for Teens* booklet

IV. Procedure
   A. The class reviewed the nutrition knowledge from the *Nutrition and Exercise Awareness for Teens* booklet that was studied in a previous class unit.
   B. Using the food pyramid, calorie chart, and given mileage, the students figured the number of calories burned in a chosen section of the race.
   C. The economic terms involved were discussed.
   D. Each student was assigned to call a food establishment (restaurant, motel, grocery store, wholesale house, etc.) to determine if they needed to increase their order of food supply to meet an increased demand during the Tour DuPont.
   E. Each establishment was also asked what foods were plentiful because of the season and if this affected their use at the Tour DuPont table.

V. Evaluation: Class Discussion

Day 2

I. Objectives
The students will report their findings from their contact with the local restaurants, motels, and wholesale dealers about the economic impact of the Tour DuPont on the local economy.

II. Economic Terms
A. Cost
B. Demand
C. Financing
D. Money
E. Scarcity
F. Supply

III. Materials: "Bikers Travel on Their Stomachs—Tour DuPont Cyclists Race to Dinner Table," *Daily News Record* newspaper article

IV. Procedure
A. Students gave reports on each food establishment contacted about the effect the Tour DuPont would have on the local food supply.
B. A discussion was held on how the needs of the Tour DuPont cyclist was affected by the local food supply.
C. Students read the newspaper article, "Bikers Travel on Their Stomachs—Tour DuPont Cyclists Race to Dinner Table," *Daily News Record.*

V. Evaluation
A. Class Discussion
B. Student Reports

Technology Education Class: Improving the Cycle

I. Objectives
A. The students of the Technology Student Association (TSA) will review the economic vocabulary list.
B. The students of the TSA will hear a guest speaker discuss the latest technology used by the bicycle industry and how the technology affects amateur and professional cyclists.
C. The speaker will be asked to emphasize the economics of this latest technology.

II. Economic Terms: Economic Vocabulary List

III. Materials
A. Economic Vocabulary List
B. Lecture room with podium
C. Tour DuPont packet of materials

IV. Procedures
A. The students reviewed the economic vocabulary list.

B. A representative of the TSA contacted the manager of a local cycle and fitness shop and asked him to speak to the group.
C. The manager came to the TSA meeting and spoke on the safety factors involved in modern bicycles as well as the cost, weight, flexibility, and durability of bicycles. He also included advances that make cycling easier such as a combined brake/shift lever, a different handlebar, and better clothing. He also spoke on ways to have a more efficient ride by saving weight through lighter saddles, lighter pedals, double butted or blade spokes.
D. As a follow-up, the students read a brochure, *DuPont and Cycling*, which discussed new technology in cycling. The brochure was part of the Tour DuPont packet of materials.
E. The teacher led a discussion on the economic costs of new technology and changes in bicycle manufacturing, bicycle apparel, as well as other aspects of bicycling.

V. Evaluation: Class discussion

CULMINATING ACTIVITY: EXHIBITING THE TOUR DuPONT

To recognize the educational achievements of the Rockingham County school system, a "Big Event" was planned at the local mall April 23–24, 1993. The event involved each county school displaying achievements and examples of daily student successes. In addition to displays, students actively participated in special public programs at the mall.

Part of the Turner Ashby High School participation in the Big Event was a display of materials used in the schoolwide interdisciplinary unit, "The Economic Impact of the Tour DuPont on the Shenandoah Valley." The display was manned at all times to increase public understanding of the nature of this unit. Pictures, letters, etc. related to the interdisciplinary project were mounted on a cardboard tri-fold to be the informational part of the display. Hats, mugs, and water bottles with the Tour DuPont logo were set in front of the tri-fold to catch people's attention.

Since people react to incentives, prizes were given. The first place prize was two VIP Tour DuPont tickets which permitted the winners to be at the local finish line and mingle with the bikers and celebrities. The tickets were donated by the Massanutten Resort, one of the finish lines of the Tour DuPont. Second and third place prizes were free sweatshirts.

Just as the Tour DuPont had to be marketed, we had to market our exhibit. The prizes attracted a number of people to our display giving us the opportunity to promote education and the economics of the Tour DuPont.

CONCLUSIONS

Students tend to learn best when they have experiences to which they can relate learning. By using a local event with which the students have familiarity, teachers saw students become more involved in the integrated processes. The Tour DuPont provided an opportunity for teachers and

students to learn how one event can economically affect a community. The event also allowed all of the disciplines to become involved and to provide students with a more complete picture of the "Economic Cycle." This unit proved to be fun, exciting, and very interesting to teachers and students. We all now view the Tour DuPont as not only a sports event but also as an economics endeavor.

THE CORPORATION

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RATIONALE

Economics is a highly theoretical area of study, and many of our students are still concrete thinkers. I developed "The Corporation" and use it in both my Economics and AP Economics courses for several reasons. First, it allows students to see real-world examples of the theories they have studied in each unit. It makes the bridge from concrete to abstract thought less difficult and a bit more manageable for the students. Second, it gives students skills and practice in critical thinking and analysis. They are required to identify problems, analyze their effects, and apply solutions to resolve the problems. Third, it gives students practice in relating written and graphic analysis. The more experience students have in supply and demand analysis, the more comfortable they become in encountering more complex graphs in economics, math, physics, and other courses. Fourth, it illustrates for students the difficulties involved in economic prediction and policy making. Through the project, students understand that many economic events are beyond the control of the firm, and it illustrates that solving one economic problem may create another, such as the inflation/unemployment trade-off. It allows students to better understand that although individuals and society are frustrated in their demands that the government and Fed "fix" the economy, it is very difficult in reality to do so. Fifth, it allows the students a sense of empowerment and responsibility. The students are entirely responsible for the decisions of a major corporation and, in later sections, recommendations to the government and the Fed. Over time, the students recognize that with power comes responsibility. In preparing their final report, groups sometimes change their earlier decisions after discussing the ramifications of those decisions. The students come to realize that they as individuals are not only affected by the economy; they ARE the economy.

PROJECT DESCRIPTION

The primary part of the project involved student problem solving. As we concluded each unit, each corporation was faced with five dilemmas which can cause shifts in the supply and/or demand curves. Unit content areas covered included changes in demand, marginal and total production costs, changes in production costs, changes in supply, the stock market, changes in stock price, government intervention, macroeconomic effects, and international trade.

Students estimated the impacts of the situations on their firms and took action to solve the problems. Many times, students were given options that had ethical complications: Should the firm continue to manufacture a product which endangers its customers, especially if the litigation costs are lower than the costs to repair the problem? Should the firm continue to illegally dump toxic waste, hoping not to be caught? Should the firm lay off one-fourth of its workforce in favor of automation? Should the firm move to Mexico to reduce its labor cost, even if it is the major employer in town?

Majority rule was the name of the game, as the five members of the Board of Directors debated (often heatedly) about the "right" solution—making a profit, protecting the workers, protecting the consumers, and protecting the stockholders. The students began to understand why corporations often take approaches they could not understand before.

GOALS AND OBJECTIVES

Cognitive Objectives:

1. To identify and illustrate market demand for a product, given individual demands.
2. To calculate price elasticities of demand, given a demand curve.
3. To calculate various costs and determine the corporation's efficiency and profit-maximizing output and price points, given cost and revenue data.
4. To make difficult production cost decisions, given business ethics dilemmas.
5. To correctly identify and illustrate the effects of microeconomic events on a product's supply, demand, price, and quantity.
6. To follow actual news stories and stock prices to predict the effect of news events on stock prices.
7. To correctly identify and illustrate the effects of government taxes, subsidies and regulation on a product's supply, demand, price and quantity.
8. To correctly identify and illustrate the effects of macroeconomic instabilities on a product's supply, demand, price, and quantity, and to identify appropriate fiscal and monetary policy remedies.
9. To correctly identify and illustrate the effects of foreign economic instabilities and international trade policies on a product's supply, demand, price, and quantity.

10. To understand that all facets of the economy are interrelated.

Affective Goals:

1. To empathize with the difficulty corporate decision makers face with the competing interests of stockholders, workers, managers, and consumers.
2. To understand why corporate management may make decisions that may anger some individuals or groups.
3. To understand that economic power includes responsibility to others.
4. To explore their own value systems in an attempt to better understand their own values and feelings.
5. To work cooperatively in a small group in order to achieve a common goal.
6. To give and receive constructive criticism gracefully.
7. To value the positive contributions classmates with different strengths can make to a group project.

Economic Concepts:

1. Market demand, elasticity.
2. Changes in demand: taste, income, substitutes, complements, expectations about the economy.
3. Total cost, fixed cost, variable cost, marginal cost, average cost, total revenue, marginal revenue.
4. Efficiency, profit maximization.
5. Changes in production costs: labor, design, waste disposal, automation, relocation.
6. Changes in supply: input cost, prices in other markets, labor hiring, labor productivity, wages.
7. Effects of economic news on stock prices.
8. Changes in stock price: interest rates, increase in sales, stock split, retained earnings, change in product demand.
9. Government intervention: excise tax, subsidy, regulation, sales tax, property tax.
10. Macroeconomic effects: gross national product, consumer price index, producer price index, cyclical unemployment, seasonal unemployment.
11. International trade: competitive import, embargo, tariff, quota, exchange rates, inflation.

EVALUATION

The cognitive objectives were evaluated through the grading of written student work on "The Corporation." The written work comprised half of each member's corporation grade. The other half of the corporation grade was based on the student's participation and effort. Students are not equal in ability. They can, however, be held accountable for their participation and effort. Throughout the course of the corporation, the following efforts of each student were noted: ability to stay on task, willingness to work to the best of their ability, cooperation with other students, attendance, and willingness to assist other group members or to ask for assistance from other group members.

Due to the nature of the project, pretest/posttest comparisons were not possible. What can be provided are anecdotal indications of student learning:

1. During the 1992–1993 school year, 23 corporations were run in five economics classes. Grades for the written work (and distributions) were as follows:

96% (3)	88% (1)	82% (6)	78% (1)
94% (2)	86% (3)	80% (2)	76% (1)
92% (1)	84% (2)		68% (1)

   On the final report, however, nearly all corporations had raised their accuracy levels to over 98%.

2. Final exam grade averages rose nearly one full letter grade since the inception of "The Corporation." While this rise could not be completely attributed to "The Corporation," the preparation of the final report just before the final exam served as a good review of material covered throughout the course.

3. From the time students began searching for news that could affect stock prices, they often noted that they realized for the first time how much of the news is related to economics.

4. By the end of the course, students were able to more easily link chains of logic and demonstrate cause and effect.

5. During our final-day discussion of "What to do about the economy," student views were far more diverse and students demonstrated more empathy with the difficulties of decision makers than they did at the beginning of the course.

6. Students were better able to work together as team members. While shirkers inevitably appear in some groups, the peer pressure served well to involve them. Students who wanted to do all the work to protect their own grades were stopped by the other group members who wanted to do their fair share for the participation grade. In all, the project helped students to seek the positive contributions of all members.

SUMMARY

"The Corporation" served me very well. It allowed me a break from the lecture, reading, and theory of economics and transported the students to real-

world applications of the theory. It was flexible in time requirement, and teachers can modify sections for their own use or select only the sections which apply to their courses. "The Corporation" also served as a very valuable tool—feedback and evaluation of my own teaching. The student work alerted me to areas that were still confusing to the students and allowed me the time to reteach the necessary material before concepts were incorrectly ingrained.

For the students, the most common feedback they gave was "It was a lot of work, but it was fun." And I firmly believe that students learn more when they are having fun. In the project evaluations I solicited from students at the end of the course, the two overwhelming themes revolved around what they learned about the applications of economic theory and what they learned about working with other students. Many noted changes in their own attitude about "big bad" corporations and management. (Kokomo is, after all, a union town.) Others explained that they understand that the apparent economic "fumblings" of corporations and fiscal and monetary policy officials may be due to the complexity of the economy. However, I believe the best testimonial to the success of "The Corporation" is that of a Spring 1993 Economics graduate (in effect): "I liked it because it made the class come alive. I was part of the economy."

EFFECTIVE ECONOMICS DETECTIVE

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INTRODUCTION

"Effective Economics Detective" is a game designed to be used with students in grades 9–12 who are involved in or have been involved in an economics class. It is developed to promote reinforcement and review activities for 63 basic economic concepts. Students in small groups of three to six students compete to uncover the economic concept found on a concept clue card. The clue card contains six clues for each concept and incorporates a lively mixture of play on words with economic content. Students are required to use creative thinking, logical deduction, and economic understanding to be successful in this fast-paced activity-based game.

The concept cards are organized into four broad categories: Fundamentals, Micro, Macro, and Trade. This allows the game to be used after several units throughout the semester or as a total review at the end of the semester. In addition to the concept cards, 15 "rapid fire" cards are also included. These cards contain five factual statements each about economic concepts, economists, and historical data.

RATIONALE

Reviewing for a major exam or a semester final has usually meant doing sample problems, filling out worksheets or studying from previous exams. "Effective Economics Detective" moves the review process to a higher level of student-class involvement. The game requires students to do more than recall previously learned material. Students are engaged in a process of thinking creatively while using logical deduction skills. Ultimately, the reason for the game is to have students practice higher level cognitive skills while reviewing economic content and having fun at the same time.

GOALS AND OBJECTIVES

The basic objective of the game is to have students think differently about the conceptual economics content they have encountered during a unit or a course. Concepts being taught and reinforced in a variety of ways will greatly enhance student understanding. The students will have a chance to see the concepts again, think about them and see connections to other concepts in that category. This activity also gives the teacher a chance to add or reinforce comments and points of explanation related to each concept. The "rapid fire" cards are used to stimulate quick responses to factual questions that are linked to content usually covered in a traditional economics course. Students also get an opportunity to practice higher level cognitive skills as both the right and left side of the brain are called into action.

There are several affective goals that spill over from this game. The most exciting one is to see a classroom full of activity and energy generated by the students. Second, the groups feel a sense of unity and togetherness which builds a spirit of cooperation. Finally, both the teacher and students can have an enjoyable time while achieving some significant intellectual goals.

CONTENT

The contents of the game include 63 concept cards and 15 "rapid fire" cards. The concept cards were designed around basic economic concepts defined by the Joint Council on Economic Education. In addition to those 22 concepts, I chose 41 more concepts that I felt were essential to developing a fuller understanding of economics. Teachers can choose the concept cards they feel are relevant to the material they covered. It is not expected that all concepts will be covered by each teacher or course. Some courses may cover additional concepts. If this is the case, the teacher or students are encouraged to write their own conceptual clue cards. The "rapid fire" cards can be read individually to discover their content. Once again, material not covered in the course can be eliminated or rewritten to fit the course.

EVALUATION

The best measure of conceptual economic understanding that I have found is the JCEE's Test of Economic Literacy (TEL). I have been pre- and post-testing my students with the TEL over the past 10 years. Students have aver-

aged approximately 22 on the pretest and 31 on the posttest. During these years, some very highly regarded groups have averaged 32 to 33. This past year Memorial High School had what was considered a below-average class of seniors. However, their TEL posttest score was the highest ever achieved by any of my students—33.8. I had used the "Effective Economics Detective" game twice during the semester and then for an overall review at the end of the semester. It is my feeling that students had a better economic understanding because of the conceptual review opportunities provided by the game.

From a subjective evaluation point of view, I can say that students thoroughly enjoyed the activity and creative thinking involved in the game. The room was always alive with energy when the game was played. It also received very strong reviews from teachers who participated in the game at sectional presentations at NWEA in Eau Claire and WCSS at Oconomowoc. One of the teachers who participated in Eau Claire was Dr. Jan Hansen, Director of the Center for Economic Education at U.W.–Eau Claire. Dr. Hansen had this to say about the game:

> *"Effective Economics Detective" is one of the most innovative, entertaining, and educational economics games I've ever encountered. I participated in the game as a player and have used it as an instructional tool. It tests for both definitional and conceptual economic knowledge. Rules are flexible enough so the game can be used effectively in both high school and introductory college courses.*

Whenever I want helpful and valid evaluations of my teaching methods, I rely on the real experts—the students. Here are the comments of four students from Memorial High School who participated in the "Effective Economics Detective" game:

- *It's a great learning tool. It's a great break from the everyday class.*
- *It's a good game where people are involved in the learning process.*
- *This game is really challenging and is a great way to learn and to review.*
- *It's a fun game that teaches a lot and really helps in review.*

SUMMARY

The "Effective Economics Detective" game started out as an effort to get students to better understand basic economic concepts by getting them to write concept clue cards. It evolved into a project that required integrating knowledge and skills from three distinct areas of our high school curriculum: English was needed for the construction and word play involved in the clues; Industrial Technology was needed to design, lay out, and produce the final product; Economics was needed for content found in the clue and rapid fire cards. The process of editing and directing the development of the game was extremely gratifying for me. Now, the learning and enjoyment it gives to students each semester is a bonus. If learning conceptually is the key to a solid education, then reviewing conceptually seems to be a necessary complement. I hope this game will be able to deliver both conceptual learning and review opportunities with enjoyment wherever it is used.

GOOD IDEAS IN BRIEF: SENIOR HIGH SCHOOL LEVEL

DEBORAH P. BERRY, *Pulaski Academy, Little Rock, Arkansas,* developed "Taking Care of Business, the Economics of Elvis" for a high school psychology class after a unit on old age and death, which included a discussion on the economic changes faced as one grows older. One student brought up a recent headline in a tabloid about Elvis and wondered why he was still so talked about years after his death. This prompted a discussion of the reasons why he was still so popular. The death and continued interest in the life of Elvis became the focus of this economic unit. One of the purposes of the unit was to demonstrate that economics involves choices and that the decisions we make every day have economic consequences. The goals of the unit were for students to (1) experience decision-making skills and conceptual learning, (2) be introduced to economic concepts, and (3) develop an awareness of the relationship between the choices we make and the economic impact they have on society. Economic concepts were introduced involving a number of activities such as: "Let's Play Clue" in which students matched economic terms and their definitions; "Skittles Scarcity" in which they explored the concept of scarcity; and "Let's Make a Deal," which taught the costs and benefits of the decisions we make. Producing a unique product from ordinary items in "Happy Trash" taught students the meaning of production, profit, and use of resources. "Trade-A-Rama" demonstrated the importance of trade, consumers, income, and buying and selling. Once these terms were understood, the students used their knowledge and applied it to Elvis and the impact he continues to have on the economy of Memphis and the surrounding area. After a trip to Graceland, students divided into small groups and interviewed business leaders at Graceland, the Memphis Chamber of Commerce, and Sun Studios. The students questioned these leaders as to the effect of the life of Elvis on their respective businesses, the value of continued interest in Elvis and his life, and what the area would be like economically if Elvis had never been so famous. From these interviews the students wrote reports describing the economic impact of Elvis.

SHERMAN WARREN LINTON, *Lake Gibson High School, Lakeland, Florida,* developed "Money: Watch It Grow," an experiential unit in the concepts of money and banking. In this semesterlong program, the students were involved in a classroom economy in which they were both workers in a business and customers at one of the community banks. The students watched the money supply in the class grow through the bank's ability to lend money. Other banking activities (checking accounts, clearing checks, etc.) were experienced. Class members also had the experience of completing "business-style" reports: Bank President's Report, Company Manager's Report, or Section Supervisor's Report. The program started with the class determining the qualifications of the class management roles: Bank Presidents (2), Company Managers (2), Section Supervisors (6–10), and Class Treasurer (1). Then the class developed its own class currency: $1, $5, $10, and $20 bills. Representatives of the class interviewed other class members who applied for one of the management positions. Finally, the teacher

deposited currency in the class banks as an initial autonomous spending/banking transaction. The "companies" in the class economy produced correct answers on vocabulary quizzes which another company, EconProf, Inc., solely owned by the class teacher, purchased from the company manager at a predetermined rate per correct answer. It became the company manager's responsibility to pay his/her "workers" for their work. However, since the intent of the program was to study the bank loan process, the contract between the teacher and the company manager provided that payment at the end of the grading period. Therefore, the company manager borrowed the needed funds for payroll from the bank. When all contracts had been paid (at the end of the grading period), each member of the economy was required to "buy" a test score (vocabulary), and was allowed to "purchase" extra credit with his/her extra money. Subsequent contracts involved inflationary pressures. The difficult concepts of the regular unit of Money and Banking became easy to relate after the students experienced the concepts through "Money: Watch It Grow."

ANTOINETTE N. CARLTON, *Lakeland High School, Lakeland, Florida*, created "Pennies, Sense, and Interest," a project on the evolution of money and savings investments. Students in Keyboarding I and Computer classes, from grades 10–12, signed up for the five-month project on a voluntary basis. The unit gave the students a brief look at the evolution of money and the avenues it took to the development of financial institutions. The project covered how to plan a basic budget. It also suggested ways on how to save money. The students were instructed to save as many pennies as they possibly could. The main objective of having them open savings accounts was for them to maintain the habit of saving for a lifetime. The project started a financial foundation for the students.

TOM W. GLASER, *School for Advanced Studies, Miami, Florida*, created an economics unit entitled "A Confusion of Voices: The Philosophies of Economics." The students in his class were twelfth graders who were dually enrolled at Miami-Dade Community College. They were exceptionally bright but had generally not been challenged to their full potential in the standard high school setting. The unit was an attempt to get students to view economics in the broader perspective of its relationship to their own lives and futures. The focus also was on the holistic nature of human life, on working cooperatively in group presentations, and on thinking critically and individually. In order to better understand the economic implications of the way that people share the scarce resources of their planet, the students researched the lives and beliefs of 39 major economic philosophers. Each student chose an economist to study in-depth individually, and then introduced the economist to the class as a team presentation with a group composed of quite disparate philosophers to better compare and contrast them. This was combined with a research paper and evaluated on both the writing and the presentation. The paper itself, a 12- to 15-page work by MLA standards, consisted of four parts. First, the students gave a brief biographical sketch of their economists, particularly as their lives and times had affected their work. Next, students gave a summary of the main points of their writer's teachings or beliefs, without comment, but as their economist had written them. Having presented the philosopher's

work objectively, students then offered critiques, both positive and negative, made about the economist by other scholars. Having thus put the philosophy in perspective, the students then finished their papers by stating their own responses to the teachings they had been exposed to. The students' papers were judged primarily on the content, with special focus on their comprehension of the philosophies involved and how well they integrated arguments to the contrary. Further consideration of their mastery of the information was an analysis of their oral presentations, which were videotaped. The classroom discussion showed that the students had indeed absorbed the similarities and differences between the philosophers and had also picked up on who had influenced whom. Thus they were able to trace the threads of economic philosophy through history and better understand the forces at work today. This mastery was reinforced by the answers given in the essay portion of the next test. These students evidenced high levels of comprehension not only of the philosophies of their own economist and the others in their group, but of the others related by the class as well.

BILL MITTLEFEHLDT, *Anoka Senior High School, Anoka, Minnesota*, developed "The Anoka Quality System: Economics for the Future" to prepare students for the future. It was organized to give them a conceptual grasp and a gut feeling for the intense competition which drives most markets today. The project was designed to involve students in many different activities to help them recognize the global economic drama which is shaping their future. The project was implemented in a required twelfth grade social studies class: Senior Social Studies. The learning activities in this project were structured to increase student awareness of changes in market share. The concept of global market share was the focus used to link their learning in school to the future. This project was the culmination of their economic education in public schools. For this reason, an effort was made to demonstrate that their ability to add value in the workforce would have a positive impact on our economic future. In this way, its tempo was upbeat. The Anoka Quality System was a project whose learning activities lasted four quarters. It included roughly three groups of activity. First was an extra-curricular group which was trained by the instructor's business allies at corporate sites. This group, the Anoka Quality Team, was trained together after school in the first semester. Second semester they researched and produced video programs to explain a particular part of the effort to increase quality in the U.S. economy. These programs were produced with the help of the cable company and broadcast by the cable company. The second group consisted of the instructor's four Senior Social classes which participated in the new unit: "Improving Quality and Global Market Share." This two-week unit was designed to weave together notions of productivity and profits from Micro with concepts of workforce, balance of trade and market share from Macro. Students had to memorize the 14 points in W. Edwards Deming's management theory as part of this unit. Then they earned credit for the rest of the year applying the points and the notion of global competitiveness to what they saw at work and in the news. The third group of activities in this project was based on the independent selection of topics by students to fulfill the varied course requirements. The Anoka Quality System helped students earn credit through Connection Points, Performing Arts Points, Community Service and the Quarter Research

Projects. By respecting both the autonomy and creative needs of these students, this project was able to generate a degree of synergy in class. Visitors noticed this. This project used these three groups of activities to involve students in shaping their economic future. Its intent was not to overwhelm them with the scale of the economic challenge which confronts them, but to give them the practical skills they will need to make a positive difference. The Anoka Quality System was a success to the degree that these students understand that they can respond to a global challenge in a local setting.

MARY C. HOLMES, *Spotswood High School, Penn Laird, Virginia*, developed "The Pokey: A Cost and Analysis of the Virginia Penal System." The unit was designed for four heterogeneously mixed senior government classes and covered fifteen 50-minute class sessions. This unit followed a previous unit on the judicial branch, which included kinds of courts, kinds of crimes, and the criminal justice procedure. Its overall purpose was to inform students about the tremendous increase in crime and how every Virginian will be affected economically by this problem. This was accomplished by a variety of methods: (a) a prison tour; (b) discussion with inmates; (c) guest speakers, such as a police officer, a prison warden, a sheriff, a probation officer, and the county administrator; (d) individual computer research; (e) group research; and (f) the writing of a proposed bill to help eliminate some of the costs of prisons at the Model General Assembly in Richmond. As part of the culminating activity, students also wrote letters to state senators, making recommendations for improving the prison system.

REBECCA M. LAM, a high school sociology teacher from *Spotswood High School, Penn Laird, Virginia*, developed an instructional unit entitled "AID$: Costing You and Me" to address the economic impact AIDS is having on American society. The class had the attitude that AIDS would never happen to them, so the unit was developed to impress upon students that AIDS will affect everyone economically in one way or another even if one never contracts the disease. The unit consisted of class presentations, discussions, guest speakers, and audiovisuals. In the beginning, students were given general information about the AIDS virus by answering questions from a news magazine. These questions, along with many of their own, were discussed in class. In addition, speakers from the Valley AIDS Network discussed care of AIDS patients with the students. With this specific health information under their belts, the students began to handle the economic aspects of the disease. Economic terminology and concepts to be used throughout the unit were discussed with the students by a vocabulary sheet. Students became familiar with insurance terminology as an insurance agent discussed with them how insurance works in general and how the AIDS epidemic is affecting the insurance industry. Students then heard from an Infection Control Nurse and a local dentist. The nurse discussed OSHA regulations and precautions concerning HIV and AIDS that businesses and schools must abide by. The dentist discussed how AIDS had affected his business in terms of added precautions and expenses. After each speaker, students answered questions about how AIDS had socially and economically impacted these various businesses and how the impact was being felt by the students themselves. Each time the students discovered that the

astronomical health care prices, the required precautions and the expenses involved in dealing with AIDS were converted into higher prices for them as consumers. In addition, the students discussed the effects AIDS is having on the U.S. economy in terms of a reduced labor supply, lost creativity, lost tax base, and the resulting cuts of government programs. As a culminating activity, the students wrote a paper which discussed how the AIDS crisis had and could impact them financially. The students realized through this unit that not only is AIDS a major health concern but also is causing serious long-term cultural and economic costs for all.

JAMES D. RAPP, a history teacher at *Osseo-Fairchild High School, Osseo, Wisconsin*, created "Intellectual Potential," a 3- to 5-day classroom exercise in which students simulated conditions faced by three primitive tribes of people. The simulation was designed to illustrate the importance to a society of those members whose "nonproductive" activities support those who actually produce the goods needed by the community. The game progresses through several rounds (years) in which the tribes try to improve their condition by working hard and making smart decisions. Each round, tribal members produce crops for their tribe by writing lines containing the words PLANT, CULTIVATE, HARVEST, STORE, as many times as they can in the 60 seconds allotted for work. All tribes begin the simulation with a part-time Witchdoctor, who works with the tribe for 45 seconds of the round and then spends 15 seconds searching through a packet of information cards to find innovations that will enhance their production efforts. (After round two, the tribe may elect to hire a Witchdoctor, full-time, by contributing one line of their production, per worker, each round.) If the Witchdoctor chooses innovations wisely, and if the tribe adopts his innovations, they receive points that improve their production levels. Of course, bad decisions have the opposite effect. Additionally, a "fate" is announced to each tribe, each round. Some are good; most are not. However, as tribes adopt successful innovations, they find that even the effects of fate (nature) become less forbidding and less damaging. The simulation moves very quickly after the initial few rounds, in which students are learning to work with score sheets and other procedures. Some tribes are quick to see that the benefit of "hiring" a Witchdoctor far outweigh the costs. They often add more Witchdoctors as they see the progress they are making. Other, more conservative tribes, unwilling to pay the costs, attempt to compete using a part-time Witchdoctor. Unless he is very lucky, or very bright, they operate at a great disadvantage. An important part of the postgame analysis is the discussion of the effects, on the tribes, on their willingness, or unwillingness, to invest (literally, to tax themselves) in order to give their society the intellectual potential needed for rapid progress. Students are also challenged to compare the vast intellectual potential of the United States to that of other less developed countries.

CHAPTER FIVE

OPEN CATEGORY[1]

THREE HATS IN THE RING— THREE PLANS ON THE TABLE

Linda M. Jones
Shades Valley Resource Learning Center, Birmingham, Alabama

RATIONALE

Students study presidential elections and participate in mock elections nationwide every four years. My colleagues and I decided to make the study of the 1992 election a more intense learning experience than the routine straw poll. The study of the 1992 election was a perfect vehicle for examining economic concepts because the major focus of the election was "The Economy." Students, parents and the general public all had opinions on the major candidates' plans. Students developed a natural curiosity about what these economic plans and terms meant. The election of 1992 created a valuable opportunity to examine economic concepts across grade and subject levels. "Three Hats in the Ring—Three Plans on the Table" created a new interest in learning about the economy and motivated students to become well-informed, voting citizens.

BACKGROUND

All of the students at Shades Valley Resource Learning Center participated in this project. Our school is a magnet program comprised of approximately 200 students in grades nine through twelve. Students were enrolled in regular curriculum for our school and participated in this project in different

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[1] The Open Category is designed to encourage educators whose responsibilities are not defined by traditional grade-level distinctions, e.g., primary grades, intermediate grades, etc. Among those who are eligible and were encouraged to submit projects to the awards program were school librarians, curriculum supervisors, and school administrators. Such individuals frequently have multigrade and/or schoolwide/school district responsibilities.

The first four projects in this chapter are available through Interlibrary Loan; see p. xv for accessing the complete manuscript.

academic classes. The specific examples are all from my eleventh-grade United States History and Advanced Placement European History classes.

Students come from all parts of Jefferson County School District which is located in Metropolitan Birmingham. Most students come from middle-class or lower-middle-class families. Approximately two-thirds of the families have college-educated parents. Since students come from all parts of the county, they have varied backgrounds and income levels in their home communities. Students in our school come from both urban and suburban neighborhoods.

OBJECTIVES

1. Students will evaluate the ideas of economists and other analysts as they conduct research on the candidates' economic plans.
2. Students will understand the economic terms and concepts discussed in the debates, campaign literature, and news media.
3. Students will research, organize, and evaluate data using local libraries, personal interviews, campaign literature, and the news media.
4. Students will debate and defend candidates' positions in the schoolwide research project, even if they are not the personal views of the individual students.
5. Students will demonstrate an understanding of the economic plans of the candidates orally in class discussion, in written research, and on a posttest.
6. Students will learn basic research techniques.
7. Students will understand the format and analyze the significance of the presidential debates.
8. Students will develop a working vocabulary of economic terms and be able to apply them to "real-life" situations.
9. Students will participate in a cooperative learning experience and use decision-making skills.
10. Students will examine the impact of a change of presidential administrations on economic policy.
11. Students will develop a working vocabulary of economic terms and be able to apply them to the presidential campaigns and platforms.

PROCEDURES

During the third week of school, students were randomly divided and assigned to research the economic plan and campaign of a presidential candidate: Bill Clinton, Ross Perot, or George Bush. Students were given a pretest on economic terms and the economic plans of the three candidates. Very few students had a knowledge of either.

Students were required to research the candidates' economic programs and platforms. They conducted interviews, watched the televised presidential debates, worked in local campaigns, and researched newspapers, news magazines, television broadcasts, and campaign literature. News clippings, campaign literature searches and news logs were checked weekly to monitor students' progress in their research. As the election day drew near, we noticed increased enthusiasm and a desire for more information. Many students worked in campaigns and visited local campaign headquarters.

All teachers in different disciplines worked together to help students understand and analyze the information they had gathered. In social studies classes, economic terms were discussed, as well as the fundamentals of the candidates' programs. These concepts easily fit into the current events segments of their classes in the weeks preceding the election. English teachers discussed the formats and styles of the presidential debates. Mathematics teachers looked at the mathematical implications of the policies as well as the mechanics of the election.

Ten of the most well-informed students from grades 9–12 were selected to represent each of the three candidates' plans in a discussion at a school-wide assembly during the week preceding the election. The student body asked substantive questions from the floor following formal presentations.

Students then participated in the National Student Parent/Mock Election and enjoyed following their own election returns on C-SPAN. Election Day brought new enthusiasm as well-informed students watched the returns. Students also took a posttest which examined their economic knowledge. Questions about the economy and President Clinton's plan continued to be important topics of discussion all year. Therefore, the fall project turned into an ongoing study of the economy.

CONTENT

"Three Hats in the Ring—Three Plans on the Table" used current events material from *Time, Newsweek, The Wall Street Journal, The Birmingham News, The Birmingham Post Herald,* and campaign literature from the Bush, Clinton and Perot campaigns. The presidential debates, campaign specials by each candidate, newscast and television news magazine programs such as "Sixty Minutes," "Twenty-Twenty," and "Dateline NBC" were all consulted. Classes across grade levels were involved in discussing issues they viewed, read, or collected.

Teachers used state-adopted economic and history textbooks as resources as well as college economic and history texts for background information. Video excerpts, news segments and campaign literature were used in class to stimulate discussion of the campaign economic issues.

EVALUATION

Pretest/Posttest—Identify the following:

inflation
recession
North American Free Trade Agreement
economic indicator
"real wages" or "real pay"
long-term growth
growth
Gross National Product
"grow the economy"
investment tax credit
stimulus package
supply side economics
"trickle down economics"
"Read my lips. No new taxes!"
public debt
private debt
"slide by budget"
Alan Greenspan
mandatory spending
Federal Reserve
deficit
"Rebuild America Plan"
entitlement programs
adjusted gross income
competition
universal health care
Reaganomics
capital
Gross Domestic Product
deficit reduction
economic stimulus
supply
demand

Students were also evaluated according to their efforts and quality of research. Each student kept a clipping log and news journal. Students took a written pretest and posttest to evaluate their learning. Students scored about 50 percent on their pretest and about 90 percent on their posttest. They were also evaluated by their participation in class discussions and in the school-wide assembly.

Examples of Student Written Evaluations

David:

"The election forum was very beneficial to me. I learned that Perot plans to cut the deficit, Bush is vague on the subject, and Clinton says that he will address the issue. Before this activity, I was not aware of the impact of the government deficit on our lives. . . . The only problem with this activity was that everyone was so involved that it was hard to hear what everyone had to say."

George:

"This experience of studying the candidates and the economy was fun. The only thing that I wish was that it was longer."

Heather:

"From the mock election and study of the economy, I learned that the teenagers at our school do care about the future of our country. I was very glad that I could be a part of the Bush campaign, even though personally I do not agree with his economic program. This was fun. From the information I learned, Perot appears to be the candidate who will be the best candidate to tackle economic problems."

Howard:

"I learned how important the deficit is in the United States. I also learned that growth is "expected" in the United States. A presidency can be in trouble if there is little growth. The economy has been the biggest issue in the election 'scheme of things' according to the American people. Now I have a better understanding of what this all means."

Kelly:

"I learned what 'trickle down' and 'supply-side' economics means and that Bush thinks it is 'good to the last drop.'"

EUREKA, I HAVE FOUND ECONOMICS!

Alice P. Bottomley and Debbie A. Davis
Eureka Springs Elementary School, Eureka Springs, Arkansas

OVERVIEW

"Eureka, I Have Found Economics!" was a yearlong study of economic education and the impact of tourism on our local economy. Twenty-one third graders and 25 fifth graders combined once a week for economic instruction. This joint class time was eagerly anticipated by the students. Students were taught in a variety of methods about the basic economic concepts of scarcity, opportunity cost, choices, decision making, goods and services, interdependence, consumers and producers, money flow and factors of production, natural resources, capital resources, and human resources. As teachers, we structured the activities so they would be drastically different from "traditional" classroom work. Cooperative learning, guest lecturers, using the newspaper, games, field trips, and hands-on activities were some of the methods used. Cross-curriculum strategies were implemented so as to include language arts and mathematics.

After a foundation was established, the students wanted to develop a project that would have an impact on the community. The *Eureka Springs Kids' Vacation Guide* was developed through the joint efforts of the business community, school, and our local Chamber of Commerce. The students became entrepreneurs as they sold ads to cover production costs, researched local history and topics of interest, and created artwork to visually enhance the advertising.

As the students gained a deeper understanding of the effects of tourism on our local economy, they became tourism promoters. The real profit gained from the project was the students' realization that through increased tourism dollars, their own families benefited economically (interdependence).

Media attention increased as the project progressed, and local community interest and support became overwhelming. Due to the success of the *Kids' Vacation Guide*, our local Chamber of Commerce plans to establish the guide as a permanent tourism publication.

RATIONALE

The Eureka Springs School District is located in the northwest section of the state of Arkansas, in the heart of the Ozark Mountains. The town is a major tourist destination, with people from all over the nation coming to view our spectacular outdoor beauty, restored Victorian homes, the many art galleries and unique gift shops in our historic downtown area, and the outdoor dramatic presentation called the "Passion Play."

Our elementary school serves grades K–6, with an enrollment of approximately 400. The children come from a wide variety of backgrounds, many moving here from other areas of the country. The socioeconomic backgrounds range from professionals who are seeking a slower-paced lifestyle, artists, and craftspeople, and a few natives whose roots go deep into the community. The two classes involved in this project were 21 third graders (one non-English speaking), and 25 fifth graders.

Since our community's economy is based solely on tourism, we decided to teach economic concepts as they applied to our local industry. The students felt that there were limited opportunities for kids' recreation in our town. The project expanded their knowledge of the wealth of activities there were available for kids and showed the students how to share that information with their peers.

Many students also had the misconception that their parents' occupations were not tourism-related. Through learning economic principles of interdependence and money flow, they were surprised to see how tourism dollars supported their families.

Once this was established, the students became tourism promoters and entrepreneurs as they formed their own ad agency to produce a guide that would attract a segment of tourism consumers that had long been ignored—KIDS!

GOALS AND OBJECTIVES

Cognitive

1. Students will learn basic economic concepts in a classroom setting: scarcity, choice, opportunity cost, needs and wants, goods and services, consumers and producers, entrepreneur, interdependence, capital, natural and human resources, specialization, markets, money flow, and profit.

2. Students will learn language arts skills through writing business letters, thank you letters, addressing envelopes, and composing stories for their vacation guide.

3. Students will learn math skills by creating a budget for their business, balancing their checkbook account, and by counting money received to make deposits.

4. Students will meet or exceed the basic economic skills mandated by the Arkansas State Department of Education.

5. Students will learn how to make wise choices using the Decision-Making Tree.

6. Students will complete all the work necessary for the publication of *The Eureka Springs Kids' Vacation Guide*.

Affective

1. Students will gain a greater understanding of the resources available in their community.

2. Students will gain a greater understanding of the interdependence of the businesses they utilize and the impact of tourists as consumers.

3. Students will gain a greater understanding of being an entrepreneur as they form their own company to produce their vacation guide.

4. Students will be introduced to members of the local business community through guest speakers and field trips to businesses related to their project.

5. Students will learn specialization skills as they learn to work together in cooperative learning groups of differing abilities and ages.

6. Students will gain a greater understanding of the responsibility and economic impact of producing a quality product.

7. Students will gain a greater understanding and appreciation for tourists as consumers and their contribution to our local economy.

PROCEDURES

The following is a list of the lessons taught in our economic unit. Lessons are approximately 45 minutes in length unless stated otherwise.

1. *Economic Pretest*
   Appropriate grade-level pretests need to be administered before beginning any lessons.

2. *The Little House—A Scarcity Problem*
   Students will understand how a town is planned and developed. Students will understand how land becomes scarce when a town grows. Students will also use listening skills to follow oral directions.

3. *Community Scarcity Problems and Solutions Book*
   The students will understand the concept of scarcity in our community and devise solutions to these scarcity problems with a partner.

4. *Big Macs or Big Trees—Opportunity Cost*
   The students will make choices and incur the opportunity costs of their choices. We have five acres of land adjacent to our school with trees dating back to pre-Civil War days. The land has been sold and the students are the buyers. What will they do with the land?

5. *A Community Graph of Goods and Services*
   The students will use advertising by local businesses to determine whether the businesses produce goods or services.

6. *Economics in our Local Newspaper*
The students will use the local newspaper to find examples of economic terms.

7. *The Great Arkansas Love Affair*
Students will recognize that local businesses are interdependent economically. Students will learn that money is used many times in a community. Students will learn that tourism dollars support other businesses not directly related to tourism. Students will learn that taxes paid by tourists support local education.

8. *A Tourist Trap—Web of Interdependence*
Students will understand the interdependence of local businesses and the tourist. Students will participate in an activity requiring the student to identify the relationship between goods and services and the tourist.

9. *We Want To Do Something BIG!*
Students will decide to do a project that will have a positive impact on the community.

10. *How Big Will It Be and How Much Will It Cost?*
The students will choose a format and determine a budget for the vacation guide.

11. *The Ad Agency Opens a Bank Account*
The students will learn how to operate a checking account.

12. *The President's Ad Agency Comes to Visit*
The students will further their understanding of the production process and the economics of their vacation guide.

13. Contacting Our Potential Advertisers
Students will compose a letter to send to potential advertisers. Students will develop a contract to send with the letter, listing the conditions and prices for advertising.

14. *Our Business Has Departments*
Students will choose an area in the business in which they want to specialize. Students will begin making decisions as to the content of their vacation guide as businesses send in their money and contracts.

15. *We Put it All Together!*
Students will make decisions on placement of ads and copy in the production of their good, the vacation guide. Students will decide which copy to leave out, as there is a scarcity of space. Students will decide what arrangement will please the consumers of the guide.

16. *Our Vacation Guide is Printed!*
Students will identify, through the use of a worksheet, the resources used in the production of the vacation guide. Students will determine if imports are used in the production of the vacation guide. Students will

find examples of specialization at the printing business. Students will determine if other businesses are interdependent with this business.

17. *Entrepreneurs Make a Profit!*
The students will understand that profit is the remainder after all costs of production have been paid. The students will use math skills to determine the profit made on their vacation guide.

18. *Productive Resources Build a Vacation Guide*
The students will understand and define these economic terms: human resources, natural resources, capital resources, and entrepreneur. The students will show their understanding of the above economic terms by making a list of the productive resources they used to produce their *Kids' Vacation Guide*.

19. *Economic Terms Book*
The students will define and illustrate economic terms they have learned in their own words. This will reinforce their knowledge of these terms and serve as an informal evaluation for their teachers.

20. *Economic Concentration*
Students will play the game "Concentration" in which they will be asked to define economic terms.

21. *Community Publishing Company*
Given previous discussion of economic concepts, students will demonstrate their knowledge of these concepts as they apply to their community.

22. *A Celebration—We Did It!!*
Students will use limited resources (their profit) to plan a celebration at the unveiling of the *Eureka Springs Kids' Vacation Guide*. Students will learn public relations skills in greeting and thanking those human resources involved in the production of the vacation guide.

23. *Economic Posttest*
The same economic test given at the beginning of the year needs to be administered at the end of this unit to measure gains.

SAMPLE LESSON

#14—Our Business Has Departments

Economic Concepts—Specialization, each worker performs a particular function in the production of goods and services.

Objectives—Students will be able to choose an area in the business in which they want to specialize. Students will begin making decisions as to the content of their vacation guide as businesses send in their money and contracts.

Materials—Laminated signs for Advertising and Sales Department, Research and Copy Department, and Art Department, list of businesses paid and information in manila envelopes, history books on local area, paper, black pens, pencils, checkbook deposit slips.

Procedures

1. Students will decide which area (art, research, sales) they want to specialize in. Have desks arranged in three circles with each area marked with an overhead sign.
2. Each department chooses a department head as their leader.

Art Group

Our school artist-in-residence oversaw the art group. Each business that sent in their money also sent in what they wanted their ad to contain (copy, suggested art ideas for work, etc.). Each business name was written on a manila envelope to keep work in progress organized. A student in the group was assigned that business ad to work on. Mr. Thompson, a local artist, developed rectangles for the students to place their ads in that would correspond to the size of the vacation guide. Mr. Thompson talked to the students about ad design and thumbnail sketches, which they proceeded to produce for their ads.

Research and Copy Department

Mrs. Bottomley organized this group. Students brainstormed ideas for stories in the vacation guide and started to look up background information using local reference books. Students worked in groups to write stories on a topic they chose. A few were able to type their stories on the computer. Students decided they also wanted a game, so a word search was developed using words pertaining to Eureka Springs.

Advertising and Sales Department

Mrs. Davis took the ad and sales department out into the community to make sales calls on the businesses who had not responded to our letter. We needed only six more ads to complete the guide, which we easily got, and two more. The students decided who would make the sales pitch at each business and the teacher merely was a resource. The students really enjoyed this part of the project and experienced very positive feedback at the businesses.

After returning to school, the ad and sales department totaled the checks collected, wrote deposit slips for the bank, and presented a list of all ads sold to the entire group. We had reached our goal!!

EVALUATION

In evaluating our economic unit we used test scores, teacher observation, parent surveys, and student comments. We wanted to use a basic economics test to evaluate a broad range of economic knowledge. The students in third grade were pre- and posttested using the *Primary Test of Economic Understanding* developed by the Joint Council on Economic Education. The fifth

grade students were pre- and posttested using *The Intermediate Basic Economics Test*, also developed by the Joint Council.

The third graders' average score for the pretest was 67.8%. Their posttest scores were an average of 86.6%, a gain of 18.8% overall. Some students gained as much as 39 percentage points, while others gained fewer points.

Not all economic concepts contained in the fifth graders' test were covered in this unit, yet they still showed significant gains. The fifth-grade students had an average pretest score of 62%, and a posttest average of 71%, a gain of 9 percentage points. The highest gain in this group was 32%.

In evaluating our affective objectives, we observed students interacting with local businesses on a day-to-day basis, through sales calls, guest speakers, bank transactions, and ad presentations. Businesses that previously had no contact with the school system are now enthusiastically supporting our endeavors.

A questionnaire was sent to all parents of students in our economic class. The parents' surveys clearly indicated a new understanding and awareness of our local economy and its dependence on tourism. The surveys also praised the organizational aspects of the project and the quality of the finished vacation guide.

The students were very eager to share their thoughts about their economic experiences. Jolee said she learned how dependent we are on tourism and that promoting it takes a lot of money and hard work. Julie said she didn't know kids could have their own business and was glad to find out it could really happen. Gary said he was glad to receive help from so many different people, especially Mr. Woods. Our third- and fifth-grade students have found economics really enriches their lives in many ways.

SUMMARY

The students of the "Eureka, I Have Found Economics!" class have discovered real learning enjoyment and success in producing the *Eureka Springs Kids' Vacation Guide*. They have experienced economics firsthand, taken a risk in becoming entrepreneurs, utilized scarce resources, worked together cooperatively with students in another grade, interacted personally with business people in their community, and produced a real product being distributed by our local chamber of commerce.

As teachers, we discovered a new and unique relationship with students as they became entrepreneurs and associated with the business world. The teacher–pupil relationship was transformed to an employer (teacher)–employee (student) relationship. The students developed a greater sense of responsibility and accountability as we saw them set goals and work to accomplish them. Low self-esteem students became self-assured and assertive as they developed their ideas and worked cooperatively with their peers.

The students were so absorbed in their project that discipline problems were nonexistent. This was a fun and exciting project from start to finish, for both students and teachers. We teachers also realized that our community is very willing to provide learning environments for our students and that this learning occurs in many forms. This joint venture met and exceeded our objectives.

PIRATE TREASURES, INC.: THE ECONOMICS OF PRODUCING A SERVICE

Oma L. Blackwell
Root Elementary School, Fayetteville, Arkansas

OVERVIEW

On May 24, 1993, five corporate officers approached the teller window of McIlroy Bank in Fayetteville, Arkansas, presented the teller with a check made out to cash for $1089, and requested that the cash be divided into 990 one dollar bills and 990 dimes. While this may not seem too unusual an event in the regular world of business, in this case the corporate officers were only 10 and 11 years old. The bank didn't question their request because they had been there many times before as they opened their checking account and deposited their money. On this day they were getting the cash to pay back their stockholders who had invested $990.00 in their corporation and were expecting a 10% return on their investment.

This event was part of a total school economic project, involving 500 first- through sixth-grade students, that was designed to help these future adult producers and consumers learn more about the way the American economic system works and can benefit all American citizens. The project also demanded that students work cooperatively both in multigrade-level teams and in classroom teams to accomplish the goal of the corporation, that students use higher level thinking skills and clear communication skills and that, whenever possible, the students use technology to help them organize data and communicate activities. The project was also helping meet the school's mission statement, "Educating Today's Children for Tomorrow's World."

This nine-week project was built around the formation of a total school corporation, "Pirate Treasures, Inc.," and seven business subsidiaries—all named after famous American pirates—whose goal it was to organize a service for the Fayetteville community in the form of a "Treasure Sale" (garage sale/rummage sale). Five corporate officers were selected to oversee the schoolwide activities and each classroom formed three committees, overseen by a classroom general manager, to carry out the work of the subsidiary businesses. Classroom committees were chosen instead of grade-level committees to maximize the leadership and participation opportunities for the students. The pirate theme was chosen because the school's mascot is a giant papier mâché pirate named Raider, who has stood in the front hall of the school for many years.

The first three weeks of the project were spent preparing the students, teachers, and parents for the project. Teachers were informed of the project in a March meeting of the Root Restructuring Council and helped in the formation of the goals, objectives, and activities of the project. Parents were informed of the project at the April meeting of the Root Parent Advisory Council and were encouraged to ask questions about project goals, objec-

tives, and activities. Students met in grade-level groups with the school principal and discussed the project and their participation in project activities. In meetings with the fifth- and sixth-grade classes, students wishing to apply for the five corporate offices also learned about the duties of each corporate officer and about the application process. During week three all economic pretests were given and the corporate and classroom structures were put in place. Weeks four, five, and six were devoted to the learning or review of economic concepts. Students throughout the building engaged in all types of economic activities designed to integrate economic concepts into the regular curriculum. Also during this time the committee structure of the corporation and subsidiary businesses worked on finalizing the management activities that would result in a successful sale. Corporate officers met each Monday to plan the week's activities, and the subsidiary committees—General Managers, Marketing, Advertising, and Finance—met each Tuesday to carry out these activities. Week seven was devoted to getting ready for the sale day, and during week eight economic posttesting and culminating activities which "hooked" the sale to economic learning were accomplished. Week nine was spent in reflecting activities in which the project was evaluated by students, teachers, and parents. The final outcome of the project was a resounding cry from the students, "Can we do it again next year?"

RATIONALE

The "Pirate Treasures, Inc." project is a part of Root School's efforts to meet our mission statement, "Educating Today's Children for Tomorrow's World." It is becoming more and more evident that schools must change the way they do business if we are to prepare students to live in what is now being called the Biogenetic Age. The teaching of economic concepts, once strictly the domain of the secondary schools and institutions of higher education, has now become as basic as reading, writing, and arithmetic. In a May 14, 1993, ceremony honoring the 1991–1992 Blue Ribbon Schools, President Bill Clinton said, "A hundred years ago the key to a strong economy was our raw material base. Fifty years ago it was mass production. Now it is clearly the trained human mind." It therefore becomes essential that even the youngest children receive an education that gives them hands-on experiences which will teach them about how our American system of economics works. It was to this end that this economic education project was created.

Root School also has a vision statement that says in part,

> *Our students will be able to work both independently and cooperatively with many diverse groups of people both within and outside of the school setting. Because they have been given many choices throughout their elementary school career, they will be able to make good decisions which demonstrate well-developed skills in problem-solving techniques.*

Students in grades one through six who attended Root School during the duration of this project were given many opportunities to develop the skills that will be needed if the students in our vision become the students in our classrooms. The project emphasized the concepts of planned choice and shared decision making. Students were allowed to identify problems, brain-

storm solutions, analyze possible solutions, and finally choose the best solution for their problem.

This project also maximized the involvement of students in the application of economic concepts in the "out of school" world. Too often concepts taught and practiced in the classroom become "school skills" because students are unable to see their applications in "real-life" situations. In this project, students actually set up a functioning corporation with seven subsidiary businesses. They were able to carry each economic concept to the highest level of thinking as they applied these concepts to the actual business enterprise they had created. When students can evaluate learning in terms of how it makes a difference in their personal lives, behavior is changed and real learning has occurred.

GOALS AND OBJECTIVES

Overall Project Goal: To organize a corporation which will provide a service.

Economic Education Goal: To help all Root students in grades one through six learn basic economic concepts through the establishment of a corporation and seven subsidiary businesses formed to provide a service to the community.

Objectives:
1. Students in grades one through six will demonstrate understanding of the following economic concepts: Consumer/Producer, Goods/Services, Wants/Needs, Opportunity Cost/Choice, Scarcity, Division of Labor/ Interdependence, Supply/Demand, Barter/ Medium of Exchange.
2. In addition, the students in grades four through six will demonstrate understanding of the following economic concepts: Factors of Production, Circular Flow/Market Economy.

Cooperative Learning Goal: To help all Root students involved in the project learn to work in cooperative teams to make the decisions necessary to reach the goal of the corporation.

Objectives:
1. All students involved in the project will demonstrate the ability to work in cooperative teams both at the classroom level and at the school level.
2. Students selected for leadership positions in the corporation or classroom subsidiary level will demonstrate the ability to organize groups to make decisions using the democratic method.

Thinking Skills and Communication Goal: To help students develop higher level thinking skills that will help them make good decisions and communicate those decisions clearly.

Objectives:
1. All students will demonstrate the use of either the decision-making tree or the five-step economic decision-making model.
2. Students will demonstrate the ability to communicate decisions clearly in both oral and written form.

Use of Technology Goal: When possible, students will use technology to help with organizational and communication activities.

Objectives:
1. Selected students will use a data base computer program to organize appropriate corporation information.
2. Selected students will use appropriate computer programs to communicate corporation information.

Integrated Curriculum Goal: All participating Root teachers will grow in their ability to integrate economic concepts into their regular classroom instructional programs.

Objectives:
1. Teachers will use the economic teaching resources provided to develop instructional activities for their students that integrate economics into the regular language arts, social studies, math, art, and music curricula.
2. Teachers will plan activities that will provide connections between the school world and the world of work found outside of the school setting.

PROCEDURES

The procedures to implement the goals and objectives of this project were divided into weekly segments that covered a nine-week period. These divisions are as follows:

Weeks One and Two: Preparing the Economic Crew
Week Three: Charting the Economic Course
Weeks Four, Five, and Six: Sailing the Economic Sea
Week Seven: Locating the Economic Treasure
The Day of the Sale: Harvesting the Economic Treasure
Week Eight: Reaping the Economic Benefits
Week Nine: Walking the Economic Deck

SELECTED WEEKS

Weeks One & Two
Preparing the Economic Crew

Parents

During the first two weeks of the project, activities centered on introducing the goals and objectives, developed by the school restructuring committee, to the parents, students, and teachers. Parents were informed

during a meeting of the Root Parent Advisory Council, composed of parents representing each grade level, selected teacher representatives, the school principal, and elected officers of the Root Parent Teacher Organization. During this meeting the general organization of the economic project was explained and the expected learning outcomes were listed. Also, parent volunteer help was requested in the following areas: donating items for the sale, transporting items to and from the storage area, helping with pricing and display of sale items, helping sell items the day of the sale, helping to provide security the day of the sale, and helping with cleanup after the sale. Help was also requested in the kitchen on the day of the sale to help prepare any food items. Following this meeting a newsletter about the project was sent to all Root parents.

Teachers

Several teachers who were members of the Restructuring Committee had been involved in the formation of the goals and objectives of the project. The remaining members of the staff received training in the use of the materials during an in-service release day at the end of the second week. Each grade level faculty member received a notebook of economic education activities and received a memo explaining the entire project. The memo was discussed, questions asked and answered, and the faculty separated into grade level groups to plan for the implementation of the economic concepts in their instructional programs. The principal also met with the school's specialists to discuss their participation in the project. The librarian agreed to locate all the books required by the instructional activities in the notebooks. The music teacher agreed to teach the songs found in the notebooks and to work with the principal in producing a musical economic skit to be presented to an audience of students, parents, and community members. The GT teacher agreed to work with her students in producing original filmstrip and tape kits built around economic concepts. The special education teachers agreed to work with their students in the understanding of the economic concepts being presented in the classrooms. Finally, the counselors agreed to reinforce the cooperative learning activities through their classroom presentations and work with student groups.

Students

To introduce the students to the project, the principal met with grade level groups composed of three or four classes per group. Because the economic education backgrounds of the students was so varied, the content of each presentation varied. Students in the primary grades had almost no background in economic education. The presentation to their groups dealt with the very basic economic concepts and every attempt was made to "hook" this knowledge to their own environments. The fourth graders had already learned many economic concepts because their teachers were experienced in integrating economics into their entire instructional program and had won, during the 1991–1992 school year, an Honorable Mention Award for an economic project. The fourth-grade presentation centered on "hooking" this project to their current economic education. The fifth-grade group had the most experience because of their experiences as fourth graders during the previous year when they had formed partnership busi-

nesses and produced a good. Their presentation dealt with having them identify the difference between a good and a service and between forming a partnership business and forming a corporation. Sixth-grade students had studied many economic terms, as required by their social studies curriculum, but had never had any hands-on experiences with economic projects. "Hooking" the terms they already knew with the project activities was the main emphasis of their presentation. In addition, the fifth and sixth graders were presented with the roles and responsibilities of the five corporate officers and were given the process for applying for these positions. All the students also got a lesson in opportunity cost and decision making related to their investment in the corporation through the stock sale that would happen during the third week of the project.

Week Seven
Locating the Economic Treasure

The seventh week of the project was primarily devoted to making the final preparations for the "Treasure Sale." However, in most classrooms the economic teaching activities continued. The major activities of this week were as follows: finalizing the volunteer list, sorting, pricing, and displaying the sale goods, and implementing the advertising activities.

Finalizing the Volunteer Lists

This was the responsibility of the General Managers, and this committee met several times during the week to work on this activity. They had divided the sale day into time periods and had decided that they needed at least one parent volunteer and three student workers in each sales area for each time period. Student helpers were needed to keep goods neatly displayed, help collect money, and provide a security checkpoint at the exit from each area. Parent volunteers were needed to supervise the money collection. Home room mothers volunteered to make the necessary phone calls. By sales day the schedule of workers was ready.

Sorting, Pricing, and Displaying the Goods

Even though the marketing committees had done an excellent job of sorting the sales items in the two weeks preceding the sale, this task was a monumental one. It was, however, a task that the students enjoyed very much so the marking and pricing activities were accomplished. In fact, when students were asked what they liked most about the "Treasure Sale," many of them replied that marking the goods was their favorite activity. Each item was individually priced according to a pricing guide provided by a Fayetteville civic club who held an annual garage sale. The Marketing Chairman discovered early in the week that they needed more table space and battery operated adding machines that ran a tape. A memo requesting these items was sent to parents. On the day before the sale, students began to arrange the goods in the designated sales areas, and by sale day all the goods were marked and displayed.

Implementing the Advertising Activities

The advertising committees were very busy all week. The newspaper committee made a final trip to the display advertising section of the local newspaper to finalize their display ad which would run in the morning papers the day before the sale and the day of the sale. In addition to the display ad, they decided to purchase "banner space" on the front page of the newspaper as an attention-getter for newspaper readers. They also made a trip to the classified advertising department and placed a classified ad under "Yard and Garage Sales" that would run for three days preceding the sale and also on the day of the sale. The radio advertising committee made the trip to a local radio station and recorded their 30-second "public service announcement." This announcement was aired once each 30 minutes for four days preceding the sale and on the day of the sale. The TV advertising committee dressed in costume and went to the "local access" TV station to record their commercial. They made quite a picture walking through downtown Fayetteville dressed like pirates with a parrot on their way to the filming. This commercial ran twice a day, at 4:00 p.m. and at 7:00 p.m. on the four days preceding the sale. On the day preceding the sale, two groups of students from the advertising committee made two trips to a local popular shopping center and engaged in "face to face" advertising. These students were also in costume, and they handed out sales flyers and answered questions about the sale.

Week Eight
Reaping the Economic Benefits

During week eight of the project, the main teaching activity in the classrooms was to "hook" the economic concepts that the students had been learning to the "Treasure Sale." This was carried out mainly through classroom discussions. In addition, the Corporate Officers had the responsibility of wrapping up the financial part of the project. There was sale money to be deposited, bills to be paid, and stock money to be returned with interest. It was also time to review economic concepts in preparation for the post-testing that would be done during week nine. In order to make this task more interesting for the students, two groups of students performed special economic musical and dramatic presentations for the entire student body. The main activities of this week were as follows: counting and depositing the sale money, paying bills for sale expenses, paying back the stockholders, and conducting the economic review presentations.

Depositing the Sale Money and Paying the Bills

On the Monday morning following the sale, the Corporate Officers gathered in the school office to count the sale proceeds. The money had been counted after the sale, but was recounted again by two teams of students and verified by the principal before the deposit slip was filled out. The results were a deposit of $3,335.27, which represented money collected for sale goods. An additional $150 deposit represented a monetary award given to the school for the project by the Fayetteville Economic Education Advisory Board. An excited Treasurer and Executive Vice President made the

trip to McIlroy Bank to deposit their tangible "treasure." On Friday the Corporate Officers had the experience of debiting that "treasure" as they paid the bills for labor, materials, and advertising and storage space.

Repaying the Stockholders

The Corporate Officers made an additional trip to the bank on Wednesday to withdraw the cash ($1089) to repay their stockholders. Regular bank customers watched in amazed amusement while the students presented their check and stuffed 990 one dollar bills and 990 dimes into two bank bags. On Thursday and Friday from 7:30 a.m. to 8:15 a.m., stockholders lined up to reap the benefits of their investments. For each $1.00 invested in stock, the investor received $1.10. The stock certificates were collected and verified with the data base printout of all stockholders.

Conducting the Economic Review Presentations

On Thursday the entire study body was treated to two special economic presentations. A selected group of fifth-grade students put on their special economic musical that they had prepared for the spring meeting of the Arkansas Council of Economics America. They had been invited by the director of the council who saw them perform at an Economic Lead Teacher workshop in Fayetteville the previous March. Their musical was based upon their award-winning economic project from the 1991–1992 school year entitled, "Kids Choose Entrepreneurship." The musical presented Christopher Columbus as a fifteenth-century entrepreneur and was built around the plot of teaching two new class members about the economic concepts that these students had learned as fourth graders. They reviewed the concepts of entrepreneur, services, goods, money, advertising, loan, business plan, interest, division of labor, market survey, consumers, profit, loss, selling, philanthropic, and production. The dramatic production was enhanced by the addition of musical selections the students had learned for productions performed earlier in the year. Following this performance, Mrs. Miller's second- and third-grade students presented a puppet play found in the new curriculum guide published by Economics America entitled "Teaching Strategies K–2." The play was entitled, "Pinky's New Bow Tie," and reviewed the concepts of wants, consumers, goods, services, producers, resources, human resources, capital resources, scarcity, choice, opportunity cost, specialization, interdependence, exchange, barter, money, and markets. The other Root School students enjoyed both of these performances very much. It was rewarding to the teachers that the majority of the audience understood the meaning of the economic concepts presented in both presentations.

EVALUATION

Objective Student Data

Students in grades two through six were administered two objective tests of economic knowledge. Pretests were given during week one of the project and posttests were given during week nine of the project. Students in grades

two and three were given the Primary Test of Economic Understanding written by Donald Davison from the University of Iowa and John Kilgore from the Des Moines Community School System. The same test was used for both the pre- and posttesting. This test was published by the University of Iowa in 1980. Students in grades four, five, and six were given pretests and posttests published by the Joint Council on Economic Education in 1980. Data are reported in percentages.

Grade Level	Pretest %	Posttest %	Percent Gain
2nd	63	78	15
3rd	63	82	19
4th	67	78	11
5th	59	78	19
6th	64	78	8
Total School	63	78	14

Subjective Student Data

During the ninth week of the project students were asked to respond in essay form to two questions: What did you learn from this project? and What did you like best about this project? The responses listed represent a random sample of students.

I learned how to work together nicely and a lot of economic words and terms that I had never heard of before. (3rd grader)

I learned from the project how to start a business, how to manage a business, and how to finance a business. (6th grader)

I learned that being a General Manager isn't as easy as it sounds, but it was fun. (3rd grader)

I learned that when people work together, we can do it. (3rd grader)

I learned about goods and services. I didn't know about that before. (2nd grader)

I learned that a businessman has a hard job. (5th grader)

I learned that economics is very important to everyone. We learned how to make a good living on our own, and we had the responsibility to make the treasure sale and our entire program work. (6th grader)

I loved working on something different rather than having social studies every day. We did economics instead. (5th grader)

My favorite part of the project was getting to meet with the marketing committee, getting to help choose the storage area to keep the stuff people brought in, having the Mini Market, and getting to go to SAM's to buy supplies for the sale. (5th grader)

I liked the performances which explained all the words and helped some of the younger kids understand economics a little better. (6th grader)

I really liked the Wildcat River float trip. We thought about what was scarce and was rare. (6th grader)

Going to the marketing meetings was the most fun of all. (2nd grader)

I liked making the book so that I wouldn't forget the words. (2nd grader)

I liked best making new friends by working in my committees. (5th grader)

Subjective Parent Data

The parent data were gathered after the school year had ended. Three parents were chosen at random from each participating classroom and were mailed a letter and questionnaire. This was the only disappointing area of this entire project. Only 32% of the parents responded. At this point we do not know the reason for this low response. All responses returned were very complimentary of the project.

Question #1: How do you think that your child benefited from this project?

My children benefited greatly. It was a hot topic of conversation which always led to a learning area discussed in depth.

She learned that there are lots of different jobs that go into making up "one thing." She learned how "today's society" handles business matters. She learned about today's economy.

I think my child benefited the most by working with others to accomplish a goal.

Question #2: What are some of the learning or activities that your child shared with you?

I assisted her in drafting the letter that went to parents asking them to buy stock. We also discussed all the above items.

They were most excited about the stock market. Second was actually working on sale day.

My child shared the whole project with me. She loved being responsible for a younger marketing manager. She also loved feeling important when her committee was allowed to make decisions.

Question #3: What suggestions would you make for improving this project?

I thought it was a wonderful project. Involve more children. In Scott's class the kids voted on the leadership roles. They always choose the same kids. Maybe the teachers should select the students instead.

I thought it was a wonderful idea. My only suggestion would be to have the "sale" every other year, not yearly.

I think that more food items could have been sold. Food is a good profit-making item. The kids sure loved working in those food booths.

THE COST OF LIVING: COMPARING RURAL ALASKA WITH COMMUNITIES OUTSIDE ALASKA

Linn E. Clawson
Cold Bay School, Cold Bay, Alaska

INTRODUCTION

This unit sought to involve students in basic economic research within a geographic theme, utilizing a telecommunications network and classroom computers in a multidisciplinary process. Students learned the principles of scientific method and wrote a technical paper based on the research.

Students, like adults, often accept as fact assumptions based on hearsay. We hear that living in Alaska costs more than elsewhere, so we believe everything costs more. This project allowed students to use the scientific method to develop a hypothesis, design a device to test the hypothesis, collect, collate, and analyze data, then evaluate the hypothesis and the effectiveness of their research device, in the light of information provided by the data.

DESCRIPTION

The project originated as part of an AT&T *Places and Perspectives* Learning Circle. This educational program groups six to nine schools (some located in other countries) into Learning Circles focusing on a common theme. Each circle member designs a project which involves each of the sites. The projects are combined into a concluding publication that is distributed to all Circle members.

The research study was developed and conducted by rural Alaska students, grades 8–12, from Cold Bay.

Step 1: Developing a Hypothesis

The teacher conducts a classroom discussion about the cost of living in the students' community. If there is consensus that the costs are high, for example, the class develops a hypothesis reflecting this consensus and, if possible, reflecting the causes for the agreement.

The teacher leads the class to the awareness that the only way to give meaning to terms like high, low, or average is to compare living costs with some sort of standard. The standard for this study is the average cost established by using the data from the survey.

Step 2: Designing a Living Cost Survey Device

Students develop a questionnaire that the circle members use to provide the comparison data. The questionnaire should compare the cost of consumer items. The number of items should be kept relatively small, 10–20, and the type of items in the survey should reflect basic needs (food staples, electricity costs, etc.), locally produced items (salmon in rural communities, for example), and luxury items. The items selected will have to take into account the locations of the other circle sites. For example, students do not want to include items that might not be common in a foreign country.

Size, quantity, and price of survey items need to be specific. For example, other countries have their own currency and use metric measurement, so the survey needs to obtain sufficient data to allow for comparison. The survey may request raw data that students then convert, or the survey may request the respondent to convert the data. (Our experience showed that our data would have been more reliable had we processed the raw data ourselves.)

Students should complete their questionnaire for their home community and develop a format for comparing their data with other communities.

Step 3: Collecting, Collating, and Analyzing Living Cost Data

Using the AT&T Learning Circle, the survey questionnaire is sent to, and the data retrieved from, the AT&T electronic mail system. Teachers not using the AT&T Learning Circle could replicate the study by involving any number of schools through some other method, within Alaska or beyond.

When all sites have responded, the students should use a computer database program or manually calculate and tabulate the data into an average. (Total cost per item/like size divided by the number of sites = the average.) Students may calculate two averages, one with their site included and one with only the other sites included. This process may be done by individual students or by groups of students. It seems to work best when one student or group of students deals with one other site, both in soliciting and processing data responses.

After the standard (the site average) has been established, students compare their local item costs in two ways, with another individual site and with the average. Students conduct an item analysis, then group them based on the comparative cost (higher, lower, the same).

In analyzing the data, students may develop additional hypotheses to account for differences or similarities. If this were done in developing the original hypothesis, as in associating higher costs with transportation costs

for isolated rural communities, then careful item selection could gather data to test these hypotheses. Student analysis of the data might support or refute the original hypothesis(es), or indicate total failure of the survey device to do either.

Step 4: Reporting the Findings

After analyzing the data, the students work individually or in groups to write a technical report of their findings. The report has an introduction (describing the hypothesis, the survey device, and the procedure), a textual analysis (item comparisons and groupings, along with graphs and tables—computer generated), and a concluding summary supporting or refuting the hypothesis, or explaining why the study failed. Appendices would include the individual site responses, the chart depicting how the averaging was done, and individual site comparisons with the local site.

Duration of Unit

The entire project took 11 weeks, the length of the AT&T Learning Circle. However, the middle five or six weeks consisted mostly of receiving survey responses and filing them, and in following up questions about the device from other sites before they responded. If the study were multi-disciplinary and involved blocks of time—for social studies (economics), English (technical writing), and math (statistics), the duration would be shorter than if confined to traditional 50-minute time divisions.

The most class time was devoted to developing the survey device and selecting the survey items at the start and to analyzing and reporting the results at the end.

The Cold Bay Example

Developing a Hypothesis:

The teacher introduced students to the five themes of geography (location, place, human/environment relationships, movement, region) and had them focus on Cold Bay's location. We discussed how location affects cost of living and made generalized comparisons with other places based on the students' experiences and awareness.

From this a hypothesis emerged: A small isolated rural Alaskan community pays more for most goods and services because of the distance from where these things come. This was refined into the statement: The size of a market, the distance of the market from the source of goods and services, and the method of transporting or supplying those goods and services determine the cost of those goods and services. The survey questionnaire was developed to test that hypothesis.

The Questionnaire and the Survey:

Students brainstormed ideas for items to include on their questionnaire and eventually arrived at consensus regarding the items on the device. This process took several days, certainly longer than the teacher anticipated. The process gave the students more ownership of the survey, and the items selected helped sustain interest and motivation in the difficult task of comparing and evaluating the data. The teacher tried to guide students to consider only items available and in demand on a world market (industrialized world).

Ten items were selected, including several which required special handling and special shipping requirements. One subsistence item, fresh salmon, was included because it might reflect a reverse of the hypothesis; seafood is the only export from this area.

The Cold Bay students (and teacher) made their initial questionnaire too inclusive. Due to an incompatibility between the grid design of the questionnaire as created on local software with the AT&T software, the students had to redesign the device. The result was a more simplified format. We tried to create a base of data and also allow respondents the opportunity to explain or clarify individual responses.

The students entered the survey into the computer and sent it via electronic mail to the other schools in their Learning Circle. The next six to eight weeks were spent mostly in responding to the other school's projects.

Individual Site Comparisons and Developing the Standard:

Each student followed the three steps on the two-page handout *CDB Cost Comparison Study* to collate data from one responding school and compare it with the data gathered by the class for the community of Cold Bay. Step 1 asked students to enter the comparison data on the *Cost Comparison Worksheet*. Step 2 had them compare and analyze the data for each item on the survey. Step 3 asked them to make a summary analysis based on the comparisons made in step 2.

Problems in meeting a deadline for another major class project postponed the final processing of the survey data until too little time remained for a truly student-generated analysis of the data. The teacher had to push the completion of the project more quickly than he wished. The instructions on the *CDB Cost Comparison Study* handout tried to make up for the time crunch, especially when compensating for weaknesses in the survey device.

The original plan had been for students to make individual comparisons, then to work as a class to establish the standard and compare Cold Bay with it to determine whether or not the survey supported the hypothesis. Because of scheduling conflicts, the final comparison became an individual student activity and served as the "final" for the project.

The individual comparisons and some of the final comparisons were compiled and included in the AT&T *Places and Perspectives Learning Circle* publication.

CONCLUSIONS

The project successfully introduced students to applied use of scientific method in economic research. The students discovered weaknesses in their study device, but validated their hypothesis that the cost of items imported into rural communities is higher than for other locations, and that transportation costs for items requiring special handling considerably increased retail costs. The students wrote a technical summary of the study results and published it. They then used the study results later in the year as a source in a traditional "term paper" assignment, thus learning both how to conduct a simple economic research project and how to apply the results of such a study.

Evaluation of the project was based on individual completion of project increments and on the skillfulness demonstrated in individual analysis of the survey data and the conclusions drawn from that analysis.

The cost of living study met the goals of multidisciplinary study, individual research, application of scientific method to develop and test a hypothesis relevant to economics and geography, and of producing a published piece of technical writing. The pieces of the unit as used in Cold Bay may be used by another school "as is," but the unit would be far more effective if used as a process guide by others to develop their own cost comparison studies.

GOOD IDEAS IN BRIEF: OPEN CATEGORY

BLANCHE WEST and JEAN WHITAKER, *Euper Lane School, Fort Smith, Arkansas*, created an economics unit entitled "All Arrows Point to Economics." It was taught throughout the second semester to a combination class of 16 third graders and 9 fourth graders and a straight class of 24 third graders. The economic concepts of scarcity, consumption, interdependence, opportunity cost, and production were presented through the ever-pressing problems associated with recycling. Two local businesses, Coca-Cola and Davis Iron & Metal, Inc. (a scrap metal business), sponsored a "Cash for Cans" program to benefit the public schools of Fort Smith by giving away $10,000 to the 29 elementary and secondary schools within the district, based on the total pounds of aluminum cans recycled through Davis Iron & Metal's recycling center. As students engaged in recycling efforts, they became aware of the problem of scarcity, the need for wise consumption of their resources, the thread of interdependence weaving through their personal lives as well as business lives, the importance of making wise decisions, and the factors of production as they wrote and marketed a recycling lyric book. Their economic awareness was heightened as they promoted recycling efforts in their homes as well as at school and businesses. Coca-Cola became so excited about the children's songs promoting recycling and economics in conjunction with the "Cash for Cans" program that Coke hired a professional agency to tape the students' performance to send to Coke's national headquarters in Atlanta, Georgia. The project culminated in a short program called "All Arrows Point to Economics." Students gave short talks about the economic concepts learned and shared student-composed songs about recycling and economics. Evaluation was conducted through teacher observation, creative writing exercises, and responses from parents and businesses.

LYNN E. MERTZ, *Roosevelt Elementary School, Tampa, Florida*, created an economics unit, "Pops for Profit," for emotionally handicapped students whose grade levels ranged from kindergarten to grade five. The program taught the pupils not only economic principles but also how to work cooperatively and to make a profit at the same time. Although the children were different ages and from varied backgrounds, they came together to build a business. The primary business consisted of the children

selling "push pops" from Kool-Aid to the other students in the school. The business was expanded to selling books and puzzles in the Media Center. Classroom activities included a "Jeopardy" game which had categories such as economic terms, people who provide services, and money. The advantages of the project were numerous. The children learned about competition, the need for advertising, making change, determining profit, division of labor and making choices. They also learned about the need to be flexible and change when circumstances change. The children learned practical skills and concepts that will last them a lifetime. Additionally, their feelings of self-worth improved as they learned to cooperate with each other. The profits were used to buy board games and to provide incentives for good behavior through positive reinforcement.

CHERYLL A. WYNE, *Harshman Junior High School #101, Indianapolis, Indiana,* developed a unit entitled "Economically Speaking in Chinese." This unit of instruction was designed for middle school Chinese students who had no formal economic instruction. The program was meant to be implemented for one semester but will continue the following year and indefinitely. Lessons were designed to bring about an understanding of some basic economic concepts and to promote the comparison of Chinese and U.S. cultures. The three main concepts studied were scarcity, specialization, and bartering. Many parents were instrumental in helping with the "Pals Club," supplying transportation for field trips, furnishing refreshments for after-school activities, and volunteering for many jobs. The methods of instruction included the following: eight videos, slides, pictures, worksheets, class discussions, foreign speakers, role playing, field trips, after-school outings, evaluations, foreign currency, simulation of the Chinese market, style shows, Chinese cuisine, oral reports and presentations, writing assignments, research projects and evaluations; and writing, filming, producing, advertising and bartering of an original student-produced video entitled "Economically Speaking in Chinese."

M. RITA HYNES, primary teacher, *Semple Elementary School, Louisville, Kentucky,* developed "That's Economics" after reviewing curriculum made available to her through the Kentucky Council on Economic Education. *Work, Human Resources, and Changes, Econ & Me,* and Junior Achievement's "Curriculum for Elementary Schools" were synthesized into and gave vitality to the previously adopted social studies series. Kroger provided her students with the unique opportunity to use their new vocabulary in a hands-on centers-style field study, where the students completed a writing project with the help of the department heads. Many more economic concepts were put into experience as the students made Play-Doh as part of their science curriculum and sold it to other students as part of Semple's "Business and Banking Program." The three resources provided a framework for integrating economics into the total curriculum. The activities were readily adapted to meet the diverse needs in Ms. Hynes' class of seven-, eight-, and nine-year-old students.

ROBERT P. GRIMESEY, JR., principal, and BONNIE BERRY, as well as the entire faculty of *Ottobine Elementary School, Dayton, Virginia,* combined with Rocco Enterprises, Inc. and James Madison University to

implement a yearlong emphasis on global economics and cultural awareness which culminated in a "Global Village Fair" on May 5, 1993. The primary goal of the program was to demonstrate to Ottobine's 265 students how their small, isolated rural school was connected to the rest of the global economy. During the Global Village Fair, this goal was accomplished in three primary ways. First, ten exhibits were established in the school's gymnasium by eight local businesses and a local farm. The exhibits demonstrated how the local economy was intimately connected with the global economy. Exhibits included companies which participated in foreign trade and those which served as subsidiaries of international corporations. The second component included exhibits in each of the school's 13 classrooms. The classroom exhibits were developed by students, their teachers, and representatives from 13 countries. Each exhibit demonstrated elements of each country's economy and culture. The final component, which focused on parents and community members, was a panel discussion by five leaders from the broader central Shenandoah Valley community. Each leader represented a different culture within the community and each participant spoke about the importance of preparing students to participate in the global economy.

MASTER LIST
of 29th, 30th, & 31st
National Award Winners

(1st–4th Places)

PRIMARY LEVEL: GRADES K–3

Berry, Deirdre Jane, & Margaret Phillips — HB74.8.N38p1991B47
Fabulous Economic Fables — Third place
Kindergarten; multiethnic community; used fables to engage students with storytelling, dramatic play, music, and drawing.

Beattié, Joyce G., Sue Hatton, & Pamela Clark — HB74.8.N38p1992B43
Critter Cards — Third place
First grade; majority low income; high participation in interdisciplinary activities; design, produce, and sell cards depicting endangered animals.

Bomtrager, Barbara A. — HB74.8.N38p1992B67
Harrisonburg Moneyopoly — Fourth place
Third grade; rural area; moneyopoly game designed for real businesses in the community; concepts development with emphasis on mathematics skills.

Cragg, Karen L., & Katherine J. Van Horn — HB74.8.N38p1993C73
Primary Pickle People Packed a Peck of Pickle Economics — First place
Kindergarten; with class mascot Curly Cucumber, visited a local pickle factory, learned about pickle recipes, pickle making and production; teach cooperation and decision making.

Eloshway, Pearl, & Linda McGeehan — HB74.8.N38p1992E46
Consumer Education Circus — Second place
Kindergarten; low socioeconomic level; high parental involvement; learning by participation in a business, students put on a circus; press event.

Fletcher, Elizabeth B. — HB74.8.N38p1993F54
Fabulous Economics — Second place
First grade; students at-risk for reading failure; animals of Aesop's fables dramatize making choices, problem solving, and economic thinking.

Garrison, Vicky A. — HB74.8.N38p1993G37
"Wormy World and Friends . . . Worming Our Way Into Economics" — Fourth place
Kindergarten; Hispanic, black and migrant population; songs and role-playing show worms as examples of recyclers and teach basic concepts.

Glore-Seward, Linda Jo — HB74.8.N38p1991G56
United States of America: The Country, The States, The Resources — Second place
First through third grade; unit explores geographic differences and economic interdependence of the United States; students collect information from many sources.

Hargis, Galyn, Jan Miller, & Mary Gene Tedford — HB74.8.N38p1991H36
Little Buckeroos Round-up Economics — Fourth place
First grade; multidisciplinary unit focused on the rodeo's economic impact on the community.

Lancaster, Janice, & Dena L. Meade — HB74.8.N38p1992L36
Peanut Economics — First place
First and second grades, peanut theme focuses on basic concepts, cooperative learning, student journals, and video series used.

Lee, Linda — HB74.8.N38p1993L44
Swing Into Economics — Third place
An interest in baseball motivates students to learn economic principles by creating, playing, and selling games; journal and booklet.

Shaneyfelt, Patricia — HB74.8.N38p1991S53
The Knowledge Is Recyclable Publishing Co. — First place
Second grade; parents help students create their own publishing company; interdisciplinary activities and multiple evaluation techniques.

INTERMEDIATE LEVEL: GRADES 4–6

Adams, Teresa R., Brenda G. Miller, & Cheryl L. Pool — HB74.8.N38i1993A33
PROJECT MOO: A "Cow-Operative" Approach to Learning Economics — First place
Sixth grade; suburban area; four-month project to purchase, raise, and market three calves; high level of community involvement, especially bankers and beef industry members.

Dean, Jennifer, Jeri Pritchard, & Beverly Key — HB74.8.N38i1993D43
Growing Up In America — Second place
Fourth grade; citrus belt, many migrant students; using the 4 Rs (reduce, reuse, recycle, and recover) to study American farming; growing garden; producing a musical and books.

DeLoff, Betty — HB74.8.N38i1991D45
Economics and the Homeless — Third place
Fourth grade; middle to low income area; students are introduced to the economic problems of homeless people through books about homelessness, community speakers, and visits to shelters.

Howell, Greta — HB74.8.N38i1992H69
Cookonomics: Catering with "Class" — Fourth place
Fifth and sixth grade; low to middle socioeconomic levels; also emotionally handicapped business catered events within school and in the community; designated "Emotionally Handicapped Model Classroom" by school authorities.

Jacobs, Marilyn P., Suzanne R. Battista, & Susan S. Meinecke — HB74.8.N38i1991J33
First place
The Nifty-Fifty Corporation
Fifth grade; interdisciplinary unit with focus on setting up a corporation to produce games on facts and features of the United States.

Jacobs, Marilyn P., Susan Spaulding, & Suzanne Battista — HB74.8.N38i1993J33
Fourth place
Is That Really True? A Blueprint for Using Creative Problem Solving to Produce Informed Consumers
Fifth grade; yearlong curriculum integrating economics of advertising into all subject areas; manufacture and sale of goods; parent and community involvement.

Kingsley, Laura P. — HB74.8.N38i1991K56
Adopt Young Entrepreneur (A.Y.E.) — Second place
Fourth grade; potentially gifted students; unit features black entrepreneurship past and present; classroom visitors, field trips, hands-on operations of running a business were used.

Linden, Carol M. — HB74.8.N38iu1991L56
Working, Earning, Spending is the Cornersburg of our Community — Fourth place
Intermediate grades; inner city; multihandicapped students with severe communication handicaps learned about work, earning money, budgeting, and comparison shopping.

McMillion, Patricia T. — HB74.8.N38i1992M36
Look Mom!!! I'm a Million Dollar Student!!! — First place
Fifth grade; city magnet school; yearlong classroom simulation integrates economy, government and law; less affluent and affluent students learn about earning a living.

Maselow, Roberta E. — HB74.8.N38i1992M37
Card Connection: A Business for Children — Third place
Fifth grade; inner city; concepts and instruction focus on education for the workplace; interdisciplinary behavior change stimulated; community involvement.

Parker, Linda K., & Patti L. Reynolds — HB74.8.N38i1992P37
Economics From the Cradle — Second place
Fifth grade; suburban; three-week unit on costs of having and raising babies, features parents as speakers, interdisciplinary.

Parker, Linda K., Sammie L. Spence, Debbie G. Flora, & Karen S. Ward — HB74.8.N38i1993E36 — Third place

Economics in a Ballpark

Sixth grade; high interest in local sponsorship of Babe Ruth World Series led to three-week study of economics of sports equipment, baseball cards, concessions, and salaries; product market and student/teacher ballgame.

JUNIOR HIGH SCHOOL LEVEL: GRADES 7–9

Campbell, Linda R. — HB74.8.N38j1993C36 — Second place

Let's Make A Deal

Ninth grade; 12-week project in world geography class; students play dual roles as leader and average citizen in foreign countries; research needs and problems, develop economic plan, international food fair.

Crawford, Kim — HB74.8.N38j1991C73 — Second place

All You Ever Need to Know About Purchasing an Automobile

Eighth-grade math class; learned economic terms while implementing mathematics standards of real-world problem solving and various methods of computation.

Fortner, Judith A. — HB74.8.N38j1993F67 — First place

Hola, Mexico. Welcome to Arkansas, Land of Opportunity

Eighth grade; encourages Hispanic students to teach English-speaking classmates about Mexican life; investigate economic reasons for migration; fund-raising "Fiesta Day" open air market benefiting public library; TV and news coverage.

Henderson, William E., & Tanya M. Hanson — HB74.8.N38j1993H46 — Third place

Purchasing Power, Comparison Shopping, and the Cost of Living

Seventh grade; multicultural suburban middle school; civics class; comparing consumer price index since 1900 with shopping survey in local food stores.

Joachim, John R. — HB74.8.N38j1992J63 — Second place

Economics of Clean Air: Clean Air For Sale

Eighth grade; multicultural community; economics taught within the core curriculum of environmental science.

Robinson, Opal Anne — HB74.8.N38j1991R63 — First place

Our Shrinking World

Eighth-grade advanced English class in urban area; studied global interdependence by learning about Japan; made video of students' lives and sent to Japanese friends.

Sachreiter, Russel E. HB74.8.N38j1993S33
Entrepreneur: An Economic Simulation Fourth place
Junior high simulation of market economy, creating and test marketing products and services.

Smith, Florence B. HB74.8.N38j1991S65
Can Economics "Interest" You? Fourth place
Ninth-grade civics class; students analyze possible effects of a proposal to deregulate interest rates; parents, guest speakers and a student-produced videotape were used.

Szot Gallaher, Sheryl HB74.8.N38j1992S96
Once Upon a Wall Street Dreary, Economics Made Me Cheery First place
Eighth grade; suburban high achievers; concepts taught through study of literature—short stories and poetry; multidisciplinary activities, high student involvement.

Taylor, Kathryn S. HB74.8.N38j1991T39
Teaching Supply and Demand Shifters Third place
Eighth-grade average students with prior knowledge of supply and demand are taught which factors make market supply and market demand change.

Wessling, Thomas H. HB74.8.N38j1992W47
The United States Gets a New Form of Government and a Tariff, Too! Fourth place
Eighth grade; large county district; teaching the economics of tariffs in U.S. history class.

Wills, Glenda H. HB74.8.N38j1992J63
Mind Your Own Business: Economics and Entrepreneurship Third place
Middle school; suburban area; 12-week unit, focus on historical with local speakers and multimedia; hands-on production and marketing of products; good press and television coverage.

SENIOR HIGH SCHOOL LEVEL: GRADES 10–12

Berry, Deborah P. HB74.8.N38s1992S65
Let Them Eat Cake! Second place
Tenth grade; private school; a 17-day unit for world history course on the economic situation in prerevolutionary France; a variety of activities culminate with class preparing and serving lunch for the homeless.

Berry, Deborah P. HB74.8.N38s1991B47
Turtlenomics Fourth place
High school economics class, private school; students produce three videos and lesson plans and use them to teach basic economics to second-grade students.

Calloway, Wanda J. HB74.8.N38s1992C35
Brother, Can You Spare a Ruble? First place
Twelfth grade, elective course; guided and independent practice used with brainstorming and discussion; a class proposal on the question, "Should the U.S. Invest in the U.S.S.R. (Russia)?"

Ellison, Lisa C. Herman HB74.8.N38s1993E45
The Corporation Third place
Senior high; blue collar community; groups of five students form corporation boards, follow stock market, solve dilemmas of shifts in supply and demand curves.

Harsh, Doris L. HB74.8.N38s1993H37
Economic Cycle: A Study of the Economic Impact of the Tour DuPont on the Shenandoah Valley Second place
Senior high; all-school interdisciplinary study of the international race and its economic impact on community; participation in Big Event exhibit.

King, Lita N., & Julie A. Johnson HB74.8.N38s1992K56
What's Cookin' in Evening Shade? Third place
Tenth through twelfth grade; rural; vocational business and home economics teachers team up in a yearlong venture; students produced and marketed a community cookbook selling 85,000 books nationwide in one year, yielding $255,000 net profit.

Minor, Cassandra W. HB74.8.N38s1993M56
Kentucky: Open for Business, 1792, 1892, and 1992 First place
Eleventh grade; American history class; economic beginnings of the 200-year-old state, early tycoons, and current successful businesses in auto industry and fried chicken; capital financing and free enterprise.

Pedone, Jr., Frank J. HB74.8.N38s1991P43
Economic Answers to Environmental Problems First place
Twelfth-grade economics or government class; 10 lessons keyed to pivotal questions lead to understanding environmental problems and suggested economic solutions.

Richardson, Daniel W. HB74.8.N38s1991R53
Value & Wealth: A Market Simulation Third place
Eleventh-grade economics course, adaptable to earlier grades; students complete classroom trading activities to discover new meaning for concepts of wealth, value, utility, and money.

Ripp, Kenneth HB74.8.N38s1993R57
Effective Economics Detective: A Game of Clues Fourth place
Grades nine–twelve; groups of three to six students use creative reasoning and logical deduction to uncover economic concepts on clue cards.

Tranquilla, Barbara C. HB74.8.N38s1991T73
Money—What Goes 'Round Comes 'Round Second place
Twelfth-grade economics/American government course; a three-part unit with hands-on personalized activities to teach students about money flows through the economy and their part in the process.

OPEN CATEGORY

Blackwell, Oma L. HB74.8.N38o1993B53
Pirate Treasures, Inc.: The Economics of Producing a Service Third Place
First through sixth grade; nine-weeks total school project; students form corporation and subsidiaries to organize community "Treasure Sale"; high parental involvement.

Bottomley, Alice P., & Debbie A. Davis HB74.8.N38o1993B68
Eureka, I Have Found Economics! Second place
Third and fifth grade; yearlong study of impact of tourism on local economy; produce Kids' Vacation Guide for tourists, sell ads, research local history; parent involvement, chamber of commerce cooperation.

Carman, Mary Ann HB74.8.N38o1991C37
Special Kids' Co. Second place
Third, fourth, and fifth graders with special learning problems learn basic economic problem-solving techniques while producing and selling valentines.

Clawson, Linn E. HB74.8.N38o1993C53
The Cost of Living: Comparing Rural Alaska with Communities Outside Alaska Fourth place
Eighth through twelfth grades; rural, commercial fishing area; use of telecommunications network and classroom computers for cost-of-living comparison with mainland and foreign communities.

Hill, Peggy S., Gary L. Moore, & Sally S. Beard HB74.8.N38o1992H55
Parties Are Really Terrific Instruments for Economic Studies First place
Kindergarten through sixth grade; suburban; an entire school building celebrates its 40th birthday with all teachers and students participating; concepts taught with grade level appropriate units.

Honeycutt, Jan R., & Shannon S. Pappas HB74.8.N38o1991H66
There Is Nothing Spooky About Economics Third place
Second through sixth graders who are severely emotionally disturbed find hands-on economics activities build knowledge and self-confidence.

Jones, Linda M. HB74.8.N38o1993J66
Three Hats in the Ring—Three Plans on the Table First place
Ninth through twelfth grades; magnet school, urban and suburban population; watching and researching economic programs in presidential debates; mock election.

Scheuerer, Diane L. HB74.8.N38o1992S34
Have a Heart Candy Shop Third place
Secondary level; a semesterlong program for teenaged mothers; students form and operate a candy business and gain economics knowledge, "can do" attitudes, and enhanced self-esteem.

Sellers, Hazel, & Betty Jo Goodson HB74.8.N38o1991S45
Teachers Features, Inc. Fourth place
First through fourth graders enrichment and math students; upper-middle class area; practical, hands-on activities were integrated into several subject areas; a photography business is formed.

Shapiro, Alan, Sandra D. Brodney, Bruce F. Brodney, & Jeff Schmidt HB74.8.N38o1991S53
P.R.I.D.E. First place
High school ecology classes, second- and third-grade classes and a special elementary hearing-impaired class organize and use economics and ecology concepts to save a dying pond.

Smith, Florence B. HB74.8.N38o1992S65
Schools and Progress Are at the Crossroads Second place
Junior and senior high school; economically distressed city; a unit combining economic knowledge with the electoral process; focus on a real-life school millage issue using a wide variety of instructional activities including exit polls and video production to inform voters.

Wood, Emily HB74.8.N38o1992W66
Exploring Economics All Year Long Fourth place
Third through fifth place, gifted and talented; urban area; units focused on international characteristics of the city and study of the relationships of sister cities in Japan, Mexico, and Venezuela; a wide range of activities was used.

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